

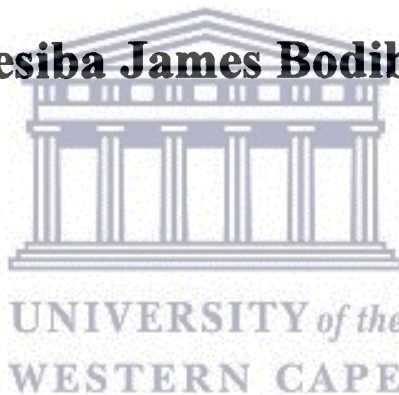
**DETERMINING TRAINING NEEDS IN THE
REGISTRY/MESSENGERS' DIVISION OF THE
CAPE TOWN CITY COUNCIL: THE
APPLICATION OF A NEGOTIATED MODEL**



LESIBA JAMES BODIBA

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REGISTRY/MESSENGERS' DIVISION OF THE
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APPLICATION OF A NEGOTIATED MODEL**

Lesiba James Bodiba



**A mini-thesis submitted to the School of
Government of the University of the Western Cape
in partial fulfilment of the requirements of the
degree of Master of Public Administration**

May, 1998

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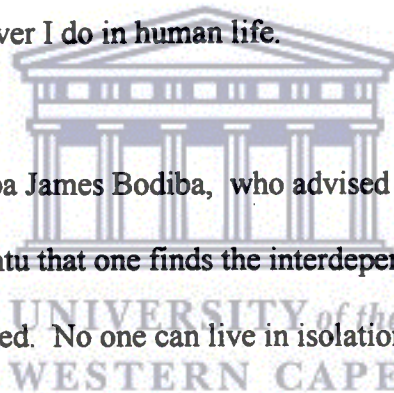
DEDICATION

This dissertation is dedicated to the following people:

My late mother, Gertrude Mmashela Bodiba, who relentlessly espoused the belief that motivation and commitment on one's part are the essential ingredients when embarking on an academic endeavour.

My late grandmother, Paulina Ramasela Bodiba, who taught me to make a noticeable and sustainable difference in whatever I do in human life.

And, my late grandfather, Lesiba James Bodiba, who advised me to be a proud incarnation of Ubuntu because it is in Ubuntu that one finds the interdependence of human beings. He asserted that we are all connected. No one can live in isolation from the other persons.



DECLARATION

I declare that this mini-thesis is my own, unaided work. It is being submitted for the degree of Master of Public Administration at the University of the Western Cape.

I further testify that it has not been submitted for any other degree or at any other University or institution of higher learning.



Lesiba James Bodiba

May, 1998



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One of my bosom friends once said: “no individual on this earth can execute any mammoth task to its logical conclusions without the support and encouragement of other human beings”. Admittedly, this was also true for this study. During the writing of this mini-thesis, many people were involved in one way or another. I am personally indebted to the following individuals:

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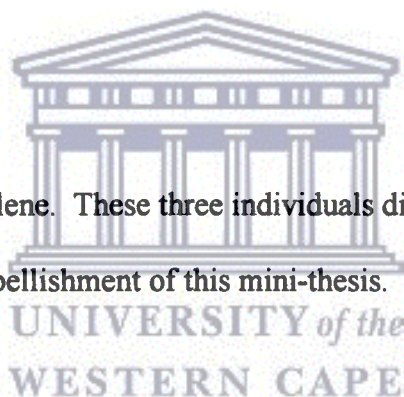
Secondly, my heartfelt appreciation also goes to the following:

Professor Gatian F. Lungu, who tirelessly kept on encouraging me to climb up the academic ladder despite innumerable and debilitating obstacles that were on my way. Undoubtedly, his indirect spiritual inspiration also led to the completion of this study.

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The employees of the Registry/ Messengers' Division in the Cape Town City Council. As a collective, they demonstrated the willingness to be used as guinea pigs in the application of a negotiated model of training needs analysis. This study could not have been completed without their zeal and vim to experiment with the new approach to training needs analysis.

Finally, to my family members: my younger brother Peter Bodiba, my sisters Sarah Bodiba and Margret Moloi, and my brother Matthews Bodiba. They were instrumental in creating an environment in which I could unleash my potential, recognise and optimise my competencies in a way that makes positive and sustainable growth in human life. They always reminded me to count my blessings from the ancestors.

ABSTRACT

This study is about the application of a negotiated model of training needs analysis in the Registry/Messengers' Division of the Cape Town City Council. The negotiated model of training needs analysis is predicated on the formation of the performance evaluation committees. These committees comprise the assessees, the line managers, the peers and the trainers. Their primary responsibility is to address issues of performance ratings, causes of performance discrepancies, training solutions and/or non-training solutions in the key performance areas of individual employees who belong to the various job families. The study argues that the current application of the traditional model of training needs analysis in the Registry/Messengers' Division which is both "menu-driven" and "line management-driven", is not scientific and participatory in form and nature. The study has four objectives. The first was to give some background to the Registry/Messengers' Division. This painted a picture of the organisation, management and functions of the Registry/Messengers' Division. The second objective was to provide a conceptual framework of the study by examining the existing literature on the contending models of training needs analyses, namely, the traditional model of training needs analysis and the negotiated model of training needs analysis, in public organisations. The third objective was to adopt and apply the negotiated model of training needs analysis in the Registry/Messengers' Division. The fourth objective was to recommend the institutionalisation of the negotiated model of training needs analysis in the Registry/Messengers' Division in particular and the Cape Town City Council in general- given the fact that its strengths far outweigh its weaknesses.

The study concludes *inter alia*, that the current application of the traditional model of training needs analysis in the Registry/ Messengers' Division should be replaced by the negotiated model of training needs analysis considering the fact that the latter allowed the collective and scientific determination of the training needs of the employees. The study then recommends the adoption of the negotiated model of training needs analysis in the Registry/ Messengers' Division in particular and the Cape Town City Council in general. However, the following factors and issues need to be taken into account to ensure the effective implementation of the negotiated model of training needs analysis in the organization, for example, educating the employees about the new approach to training needs analysis; identification of key performance areas; conducting an organization wide training needs analysis; development of performance standards for the key performance areas; formation of performance evaluation committees in the various job families; and agreement upon the performance rating scale.



CHAPTER 1

INTRODUCTION

General Overview

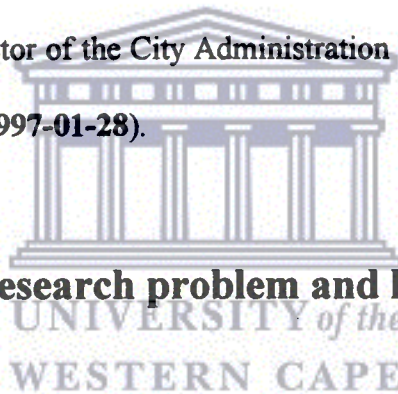
The present study focuses on the utility of the application of the negotiated model of training needs analysis in the Registry/Messengers' Division of the Cape Town City Council with the specific aim of identifying performance discrepancies that can be solved by training and/or non-training means. This chapter provides the statement of the research problem and hypothesis, objectives of the study, the methodology and the significance of the study.

The Registry/Messengers' Division is one of the Divisions in the City Administration Department of the Cape Town City Council. The other divisions are: administration, abattoirs, ambulance services, civic amenities, civil protection, estates, fire and rescue services, housing, legal office, libraries, markets, security services and traffic control (**Report to City Administrator, 1996- -08-13**). The Registry/Messengers' Division which is the main Registry of the Cape Town City Council, serves as a distribution and collection point for the office of the Town Clerk, City Administration Department, Committee Secretariat and a Messenger/Courier service for all other departments. In addition, it acts as an agency for the Cape Town City Council regarding all external collection and distribution of mail via a Courier service comprising six vehicles and a motorcycle.

Most of the incoming mail addressed to the Council passes through this office since correspondence by the public at large is usually sent to the Cape Town City Council instead of the appropriate departments. Because of its functions, the Registry/Messengers' Division has special importance among all the registries of the organization. The Registry/Messengers' Division derives its name from the fact that it consists of the Registry Section and the Messenger Section. It is also the custodian of the Archives of the Council. Thus, the principal working areas of the Division collectively cover the entire spectrum of despatching of mail, registration of documents, filing, pending, tracking, storing and safekeeping of documents.

It should also be said that the strategic importance of the Division's functions is evidenced by the auxiliary service it provides to the Committee Secretariat which deals with subject matters of a corporate nature and not only with departmental matters as might be in other registries. In the Couriers/Messengers' section, this service, unlike the selected registries, extends to all Council related meetings, external institutions, Council depots, and so forth (**Report to Assistant City Administrator, 1996-08-23**). Having described the nature of the functions that are performed within the Division, it is now appropriate to present and describe an organogram which shows the reporting relationships in the Registry/Messengers' Division (see **Appendix I**). To carry out its functions, the Division is staffed by thirty two employees in the following areas: the Registry office is staffed by one Principal Administrative Assistant, one Senior Administrative Assistant, twelve Administrative Assistants who are further sub-divided into Administrative Assistant (Archives), Administrative Assistant (Filing), Administrative Assistant (Incoming Correspondence), Administrative Assistant (Leases), and the Administrative Assistant (Dispatching); the Messenger office is staffed by one Senior Messenger (Supervisor), one Principal Messenger and ten Messengers. The Courier office is staffed by six Senior Messengers (Couriers).

It should also be stated here that the Messengers are at the bottom rung of the Division's structure and report directly to the Senior Messengers who will then liaise with the Principal Messengers regarding issues affecting the Messengers. Thus, the Senior Messengers are a communication link between the Messengers and the Principal Messengers. On the other hand, there is a group of Administrative Assistants who perform a range of diversified functions including filing, dispatching and file number allocation. The Administrative Assistants report to the Senior Administrative Assistant who maintains a close link between the Administrative Assistants and the Principal Administrative Assistant. Both the Senior Administrative Assistant and the Principal Messenger are directly supervised by the Principal Administrative Assistant. The Principal Administrative Assistant is responsible for supervising all staff and is then supervised by the Deputy Director of the City Administration Department (**Report to Senior Deputy City Administrator, 1997-01-28**).



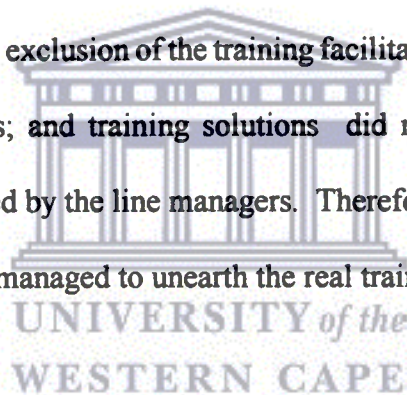
The statement of the research problem and hypothesis

The education, training and development field in South Africa is undergoing enormous changes. The profound changes which are being effected are primarily aimed at ensuring that the education, training and development efforts meet the learner's needs. The National Qualifications Framework states that every effort should be made to ensure that education, training and development activities are in line with the needs of the learner. Thus, the relevance of education, training and development efforts to the needs of the learner is fast gaining widespread acceptance in many organizations (**Human Sciences Research Council, 1995**).

The need to restructure the education, training and development field in a way that satisfies the needs of the learner is also receiving attention within the South African local government system. Local authorities are being asked to re-examine the traditional methods used in determining the training and development needs of their employees. The Registry/Messengers' Division in the Cape Town City Council has found itself in such a situation. The Division consists of employees who come from the historically disadvantaged backgrounds. As a result, they were never afforded adequate and effective training and development opportunities. In the past few years, the Training and Development Section which is within the Department of Human Resources of the organisation, attempted to address the plight of the employees in the Division by offering them a list of courses with the specific aim of enabling them to attend training courses that were "relevant to their needs". Unfortunately, all those training efforts fell on barren ground precisely because they did not address the real training needs of the employees. The Training and Development Section did not consult with the employees and line managers with regard to the identification of their needs. The approach to training needs analysis was non-participatory and prescriptive in form and nature.

Thus, in the Registry/Messengers' Division of the Cape Town City Council, the application of a systematic, scientific and participative approach to the identification of training and development needs of employees is lacking. Its approach to training needs analysis has its roots in the traditional training needs analysis method being used by the Training and Development Section in the entire organisation.

The traditional approach to the assessment of training needs in the Registry/Messengers' Division has been moulded by the "cafeteria" style of training needs analysis. The essence of this approach is that the Training and Development Section circulates a brochure containing a pre-determined list of diversified training courses to line managers in the organisation. It is then incumbent upon the line managers to "choose and pick" employees who should attend the training courses. This kind of unscientific and non-participatory training needs analysis has brought about a situation in which the potential trainees in particular, and the peers in general, feel excluded from the process of determining their own training needs. Other perennial problems associated with the traditional approaches to training needs analyses, have included training courses that did not engender improved individual performance and enhanced organisational effectiveness; the exclusion of the training facilitators by the line managers in the training needs analysis process; and training solutions did not effectively address all the performance problems identified by the line managers. Therefore, the traditional approach to training needs analysis has not managed to unearth the real training needs of the employees.



Although the recent local government restructuring has, inter alia, emphasised the urgent need to move away from the prescriptive, autocratic, exclusive and "menu-driven" approach to the determination of training needs of the employees, the Registry/Messengers' Division continues to exclude the potential trainees and the peers in the training needs analysis processes. This situation needs to be changed so that the entire process of training needs analysis could be regarded as a form of partnership arrangement between the potential trainees, the line managers, the peers and the trainers.

This study hypothesises that the adoption of a negotiated model of training needs analysis by the Registry/Messengers' Division in particular and the Cape Town City Council in general, will initiate and promote a useful interaction between the potential trainees, the peers, the line managers, and the trainers in the identification of the employee's training needs.

Objectives of the study

The purpose of the study was to examine the utility of the application of the negotiated model of training needs analysis in the Registry/Messengers' Division of the Cape Town City Council.

The objectives of the study were as follows: -

- i. to provide some background to the Registry/Messengers' Division;
- ii. to provide a conceptual framework of the study by examining the existing literature on the models of training needs analysis (i.e. the negotiated and the traditional models of training needs analyses) in public organizations;
- iii. to adopt and apply a negotiated model of training needs analysis in the Registry/Messengers' Division; and
- iv. to recommend that a negotiated model of training needs analysis be institutionalised in the Cape Town City Council in general and the Registry/Messengers' Division in particular.

Methodology

This study was based on two methodological techniques. The first was to conduct the individual training needs analysis interviews. The second was the review of literature. Thirty-two interviews were conducted with all the employees who fell into the eleven job families within the Registry/Messengers' Division. The following steps were followed in conducting the individual training needs analysis interviews: -

- (i) the trainer from the Training and Development Section met with the Senior Management level to clarify the objective of the training needs analysis exercise and to gain their commitment to the training needs analysis process;
- (ii) once its commitment to the exercise was gained, it was suggested that a training needs analysis working group, consisting of a cross-section of the members of all job families, should be formed. Its primary responsibility was to coordinate the entire training needs analysis process (The trainer was the chairperson of that working group);
- (iii) the training needs analysis working group then met with the entire staff membership with the specific aim of gaining its commitment to and ownership of the process (At this meeting, the questions and concerns of the employees in and around the process were addressed);
- (iv) one of the key outcomes of the staff meeting was the formation of job family working groups. Their tasks were to agree upon the key performance areas and to develop performance standards for those key performance areas within each job family (It was realised that in order to facilitate the process of determining performance discrepancies that can be solved by training and/or non-training means, clear and measurable performance standards needed to be established for the purpose);

- (v) upon the identification of key performance areas and development of performance standards for each key performance area, it was agreed that there would be “self-evaluation”, “peer evaluation” and “line manager’s evaluation”. The ultimate aim was to produce a “negotiated evaluation form” which was the product of the “self-evaluation”, “peer evaluation” and “line manager’s evaluation”. The peers and line managers formed part of the performance evaluation committees whose aim was to identify issues of performance rating, performance discrepancy, training solutions and/or non-training solutions within a particular job family;
- (vi) at the start of each individual training needs analysis interview session certain ground rules were agreed upon by all stakeholders such as confidentiality of information, openness, honesty, and no victimisation;
- (vii) in addition, the training facilitator explained the purpose of the interview which was to examine individual performance in the relevant key performance areas with a view to identifying performance gaps that could be closed by training and/or non-training means; and
- (viii) at the end of each interview, the responses under headings such as performance ratings, causes of performance discrepancies, training solutions, non-training solutions and prioritised training solutions, were classified and summarised as per job family and in all the job families.

The literature review was a critical discussion of contending models of training needs analysis in public organizations. It served to reflect on issues pertinent to the topic of the research. Consequently, certain conclusions were drawn up and implications adduced for the present study.

Significance of the study

There is limited literature on the theory and practice of a scientific and a participatory kind of training needs analysis. Most of the literature focuses on the traditional aspects of training needs analysis. Therefore, the negotiated model of training needs analysis has received marginal attention in many organisations within the field of training.

With the ushering in of a non-racial democracy in South Africa and the consequent restructuring of the Cape Town City Council to make it more democratic and inclusive, it is crucial that the concept and practice of the current traditional approach to training needs analysis be replaced by a scientific, participatory and planned system of training needs analysis (i.e. one that reflects the spirit of partnership between the potential trainees, the line managers, the peers and the training facilitators). It is envisaged that this study will highlight the following situations, namely: -

- (i) the trainers will be able to facilitate a training needs analysis process that will identify relevant training needs. This will enable them to present credible and legitimate training programs that are in line with the needs of the learners;
- (ii) the employees will have the opportunity to participate in the determination of their own training needs thereby bringing about commitment to and ownership of the training needs analysis process on their part;
- (iii) the line managers will be able to enter into negotiations with the employees regarding the identification of performance discrepancies that can be addressed by training and/or non-training means. This will create and maintain a culture of giving and receiving feedback on one's performance; and

- (iv) the peers will be given the opportunity to evaluate the performance of the particular employees with a view to helping them to identify performance problems that can be addressed through training and/or non-training means (Dessler, 1984).

Organisation of the study

Chapter One is a general introduction to the study. Chapter Two reviews the existing literature on the contending models of training needs analysis, namely, the traditional model of training needs analysis and the negotiated model of training needs analysis, in public organizations. In addition, it explores the implications of the negotiated model of training needs analysis for the present study.

The Third Chapter focuses on the application of a negotiated model of training needs analysis in the Registry/Messengers' Division. The Fourth Chapter provides a summary of pertinent issues and recommends the institutionalisation of a negotiated model of training needs analysis in the Cape Town City Council in general and the Registry/Messengers' Division in particular.

CHAPTER I I

CONTENDING MODELS OF TRAINING NEEDS

ANALYSES IN PUBLIC ORGANISATIONS

This chapter deals with the review of the existing literature on the models of training needs analyses in public organisations. Firstly, a generic definition of training needs analysis is provided to gain a common understanding of the term. Secondly, the traditional and the negotiated models of training needs analyses are presented and debated. And, thirdly, the implications of the negotiated model of training needs analysis for the present study are teased out.



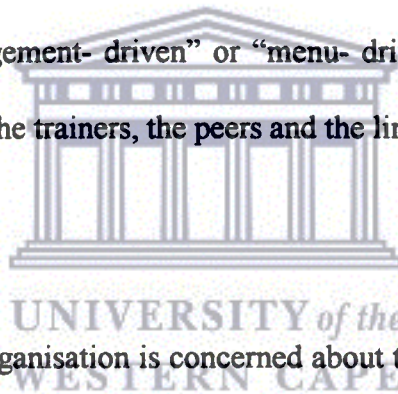
The definition of training needs analysis

The concept of training needs analysis forms the core of this study. It should be noted that many definitions of training needs analysis focus on the difference between actual and desired performance of an employee and, on that basis, determining whether or not training can close the performance gap (Kaufman and English, 1979; Rossett, 1989; Di Lauro, 1979; Newby, 1992; Sparhawk, 1994). The one definition that seems to sufficiently capture the key elements of training needs analysis is contained in the **Institute of Personnel Management Fact Sheet 156**. It outlines the features of the process of training needs analysis as follows:

- (i) defining key performance areas;
- (ii) developing performance standards for the key performance areas;

- (iii) analysing current performance against the established performance standards;
- (iv) identifying a performance discrepancy if necessary;
- (v) describing a performance discrepancy in clear, specific, behavioural and measurable terms;
- (vi) determining the causes of a performance discrepancy; and
- (vii) agreeing upon performance problems that training and/or non-training means can address.

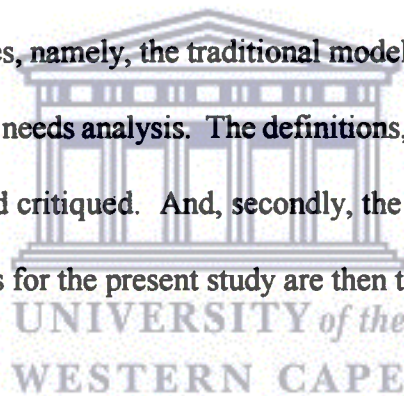
However, this definition does not expressly state **who should participate in the identification of the training needs of the employees**. That is, it does not indicate whether training needs analysis should be “line management- driven” or “menu- driven” or a “negotiated process between the potential trainees, the trainers, the peers and the line managers”(Di Lauro, 1979; Sparhawk, 1994).



It should be noted that every organisation is concerned about the effectiveness of its training efforts, i.e. the return on investment in training interventions. The fundamental question, therefore, is: how should desirable training results be achieved? Some writers have argued that to ensure that training efforts do not fall on barren ground one should: (i) link training activities to the mission of the organisation (Sonnenfeld and Periperl, 1988; Schuler and Jackson, 1987); (ii) get world-class trainers; (iii) invest more money in training; and (iv) build a state-of-the-art training centre (Newby, 1992; Schneier et al, 1988; Goldstein et al, 1981). Other authors have stressed the need to conduct a training needs analysis before the design, development, presentation and evaluation of training programs (McGehee and Thayer, 1961; Del Gaizo, 1989; Buitendach, 1982; Murk, 1994).

Thus, it would appear that many organisations are increasingly pinning their hopes on training needs analysis as a tool that would ensure that there is maximum return on investment in training. However, there are debates around the form and nature of training needs analysis that should be conducted prior to training. The issues of controversy include: **Who should participate in the identification of the training needs of the employees? How should the training needs of the employees be determined? And, what is the appropriate model of training needs analysis that should be adopted, in an era in which it is increasingly becoming important to link the training efforts to the needs of the learners?**

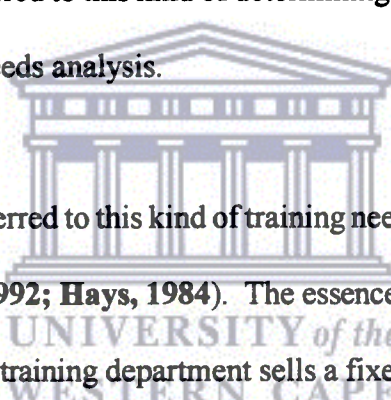
It is these issues that the study addresses, beginning with the discussion of the contending models of training needs analyses, namely, the traditional model of training needs analysis and the negotiated model of training needs analysis. The definitions, advantages and disadvantages of each model are identified and critiqued. And, secondly, the implications of the negotiated model of training needs analysis for the present study are then teased out.



The traditional model of training needs analysis

This approach to training needs analysis has its roots in traditional training. In traditional training, the trainer as one of the determiners of the training needs of the employees, was regarded as a person who was omniscient and thus the belief that he or she could “fix up” the performance problems of the employees by training. In addition, the line manager was involved in prescribing to the employees the types of training courses that they should attend (Dixon, 1992). The characteristics of the traditional model of training needs analysis are many. However, our focus is on two key types of traditional training needs analysis, namely, a “menu-

driven” training needs analysis and a “line-management driven” training needs analysis. A “menu- driven” training needs analysis is one in which the training and development department of the organisation circulates a list of pre-determined training courses to the line managers. It is then incumbent upon the line managers to “choose and pick” the “right” employees who should attend a particular training course. Alternatively, the employees, upon seeing the “laundry list” of courses can nominate themselves for training courses (Di Lauro, 1979: 356). In this case, the training and development department unilaterally prescribes the types of training courses that the organisational members should attend. This means that the people can only attend the courses that are on the “menu” (Brunnette et al, 1977; Di Lauro, 1979). Michell and Hyde (1979) have also referred to this kind of determining the training needs as essentially “a cafeteria style” of training needs analysis.



Similarly, other writers have referred to this kind of training needs analysis as a “selling-driven” approach to training (Newby, 1992; Hays, 1984). The essence of this model of training needs analysis is that, once again, the training department sells a fixed “menu” of training courses to line management customers. The underlying assumption is that the provision of a training brochure to the customers would satisfy their training requirements. The “selling” approach to training needs analysis also emphasizes the role of the line managers in determining the training needs of the employees. As a result, the line manager is “empowered” to determine the training needs of the subordinates. This means that the employees are dependent on the line manager for their attending of training courses.

In addition, the training needs analysis that the line managers apply is not approached from a rigorous performance analysis perspective. The line manager normally describes a performance discrepancy in the employee’s key performance areas in terms of a perceived training solution

(Camp, 1992). He or she identifies a performance problem of the employee and then links it to the available training course that can “solve it”. For example, the line manager may say something like: “James, you have an attitudinal problem and, therefore, you must attend an attitudinal training course”. This kind of training needs analysis, like the “selling-driven” approach to training needs analysis mentioned earlier on, creates a situation in which people attend wrong training courses. It is therefore fair to say that the “line management-driven” approach to training needs analysis is, by design, exclusive of the employees in determining their own training needs and thus undemocratic in nature. There is a belief by the line manager that training will cure all performance problems that he or she identifies.

It should be added that some line managers use other criteria of determining who should go on a training course. These include: (i) using alphabetical order of the employees’ names; (ii) drawing out of a hat in a case where a large number employees want to attend a particular restricted training course; (iii) selecting the “troublemakers” or “bright employees” to go on a course; (iv) sending those employees who have not attended a training course in a long time; (v) letting the “favourites” to attend a course; and (vi) encapsulating all the employees under a single training course without taking into account their unique training needs. All these selection criteria have similarly led to undesirable situations including difficulty in transferring learning back in the workplace, no ownership of and commitment to the learning processes, and disillusionment on the part of employees with training initiatives as they are seen by others as a form of punishment by the line manager (Hays, 1984; Newby; 1992).

The traditional model of training needs analysis may be characterised as:

- (i) a “smorgasbord” approach in which a “menu” of diversified training programs is offered but participants seldom acquire a depth of understanding in any one area;

- (ii) the “bandwagon” approach, characterised by a willingness to follow the crowd, with little attention to assessing training needs;
- (iii) the “crisis” approach, exemplifying the philosophy that training is not needed until a crisis develops; and
- (iv) the “excursion” approach, resting on the assumption that a correlation exists between benefits received and distance travelled to participate in training activities (Newport in Brunnette et al, 1977). However, this traditional model of training needs analysis has both advantages and disadvantages.

Its advantages

The traditional model of training needs analysis has the following advantages: -

- (i) it allows the employees to attend those training courses that they feel are “relevant” to their workplace. The training department enables them to do this by circulating a list of diversified training courses to the line managers;
- (ii) the fact that the line manager is the one who determines what types of training courses the employees should attend, makes the training needs analysis activity to be executed faster. As a result, the entire process is not time consuming and effort demanding;
- (iii) the availability of a training “menu” from the training department makes it easier for the line managers to identify the performance discrepancies of the employees and link them to the existing or available training solutions;
- (iv) by offering a broad list of courses, the training department can enable the employees to acquire generic competencies that they would not be able to acquire if they were given specific and tailor-made training; and

- (v) in cases whereby the employees do not know their training needs, it can facilitate the identification of the training needs of the employees by the line manager. In this situation, there is an implicit assumption that the line manager has the knowledge of the needs of the subordinates (Goldstein, 1980; Dickinson, 1973; Moore and Dulton, 1978; Brunnette et al, 1977). But the traditional model of training needs analysis also has certain disadvantages.

Its disadvantages

- (i) by offering a pre-packaged program of training courses, the “menu-driven” approach to training needs analysis does not enable the employees to have multifarious choices with regard to training courses thus making it rigid. The participants can only choose from the available “menu”. Still, the prescribed “menu” may be fully inadequate in scope and quality;
- (ii) with the training and development department circulating a brochure of training courses to the line managers, the concomitant result is that the people for whom training is intended are inevitably excluded from the process of determining their own training needs;
- (iii) the exclusion of the potential trainee from the training needs analysis process may result in no commitment to, and ownership of the learning experience on his or her part. And, since employees are sent on training courses by the line manager, some employees may see training as a punishment or as a form of holiday from work or as another management trick to get them to do more work. As a result, their being sent on courses does not guarantee job improvements upon course attendance as some people arrive at

- training centres not knowing the reasons for their attendance of training courses;
- (iv) the traditional approach to training needs analysis may inculcate a culture of offering training courses precisely because other companies are offering them. This may not be helpful in linking training efforts to specific and broader organisational objectives;
 - (v) the assumption that training is a panacea to all performance problems has serious limitations because not all performance discrepancies can be solved by training. Certain performance deficiencies can only be corrected by non-training strategies like structural realignment, work flow redesign, team building sessions and reprioritisation of work objectives;
 - (vi) by its unscientific nature, this approach is not able to pick up in as clear, specific, measurable and behavioural a manner as possible, the performance discrepancies in the jobs of employees; and
 - (vii) the incorrect identification of training needs makes it problematic for the transfer of learning from the workshop to the workplace to happen. Compounding the problem is the lack of effective learning reinforcement mechanisms in the workplace. More often, supervisors are not interested in encouraging employees to plough back whatever they would have learned during the training session (Goldstein, 1981; Murk, 1994; Newport, 1963; Bass and Vaughan, 1967).

Having described the traditional approach to training needs analysis, it is now appropriate to discuss a negotiated model of training needs analysis which is referred to variously as “joint training approach”; “tripartite training model”; “learning alliance”; “training needs analysis partnerships” and “forging training links” (Brinkerhoff and Gill, 1994).

The negotiated model of training needs analysis

The negotiated model of training needs analysis is rooted in the participative approach to the effective management of the training function. In the past, effective learning contracts between the potential trainees, the trainers, the peers and the line managers were uncommon. As a result, most training efforts were not able to bring about noticeable individual performance improvement and enduring organisational effectiveness. Today, the training needs analysis enthusiasts are talking about the need to create training needs analysis partnerships; democratized learning processes; and jointly managed training functions. It is then fair to assume that there is a need for a shift from the traditional model of training needs analysis to the negotiated model of training needs analysis (Brinkerhoff and Gill, 1994). This move away from the traditional approach to training needs analysis is advocated to ensure maximum return on the investment in training efforts. Two guiding principles underpin the negotiated model of training need analysis, namely, “science” and “participation”. The term “science”, in the context of this study, means that the determination of training needs of the employees is approached from a performance analysis perspective. This means that before a person can be sent on a training course, a rigorous analysis of one’s performance should be done with a view to (i) identifying performance problems; (ii) describing performance discrepancies in clear and specific terms; (iii) determining causes of performance discrepancies; and (iv) deciding whether or not the identified performance discrepancies can be solved by training. This determination of the training needs is as inclusive as possible. Thus, the second guiding principle is “participation”. In the determination of training needs, there is an interactive partnership between the potential trainees, the trainers, the line managers and the peers. (The term peers in this case refers to the colleagues of potential trainees).

It is the scientific and participatory nature of the negotiated model of training needs analysis that encourages and justifies the thorough exploration of the process elements thereof. The negotiated model of training needs analysis consists of three inter-related stages through which the training needs can collectively and scientifically be determined, namely: the pre-training needs analysis stage, the during- training needs analysis stage, and the post-training needs analysis stage. These stages are briefly discussed below.

The pre-training needs analysis stage

According to the negotiated model of training needs analysis, whenever a line manager hollers “I’ve got a training problem”, a training person should not instantaneously respond to that “perceived training request” by prescribing a training solution thereto. Rather, whenever there is a training request, the following activities should be undertaken: -

- (i) the training official should first meet with the concerned line manager to find out what the “perceived performance problem” is. This will just be an exploratory meeting;
- (ii) the meeting with the line manager should be followed by a meeting with the people for whom training has been requested. At this second meeting, a training needs analysis working group, consisting of the line manager, the employees and facilitated by the training person would be formed (Kaufman, 1987; Dubois, 1993). The primary task of the training needs analysis working group would be to coordinate the entire process of training needs analysis. As a result, commitment to, and ownership of the training needs analysis process is secured from the very beginning of the process. It is advised that a cross-section of people should be on this working group if the training needs analysis process is to bear fruits and enjoy credibility in the organisation (Dubois, 1993);

- (iii) the training needs analysis working group should meet with the entire staff membership to market and sell the concept of training needs analysis. At the staff meeting the purpose of training needs analysis should be jointly and clearly defined so as to ensure that the training needs analysis process is focused. In addition, the ground rules which would guide the entire process should be developed. Ground rules such as all the people should view the training needs analysis process in a developmental sense, commitment to the process, and no victimization during a performance analysis stage, can be collectively agreed upon. This would be done to allay the fears and dispel misconceptions of the participants in and around the training needs analysis process. Moreover, it is necessary to agree on things like the timespan of the project; the resources needed to carry out the training needs analysis; the roles of the trainers; the roles of employees; the roles of the line managers; a training needs analysis feedback session; a training delivery plan once training needs have been identified; and that there will be “self-evaluation”, “peer evaluation”, and “line manager’s evaluation” to determine the training needs of employees;
- (iv) upon the conclusion of a staff meeting, the training needs analysis working group should identify job families in the organisation. A job family refers to a cluster of job functions like Messengers, Administrative Assistants and Senior Drivers. The members of a job family perform the same functions. Once the job families have been identified, it would be appropriate to identify the key performance areas of each job family. A key performance area is a modern term for a “job task”, a “job function” or “a key result area” (Schneier et al, 1988). To do this, the training needs analysis working group should form “job family groups” whose task will be to identify their key performance areas.

The assumption here is that the “job family groups” have the “indigenous technical knowledge” of their jobs and hence their inclusion in this process. It should be added that the “job family groups” would meet with their respective job family members to collectively identify and agree upon their key performance areas; and

- (v) once the key performance areas have been identified in each job family, it will now be appropriate to develop clear, measurable and agreed upon performance standards for each key performance area in the job families. This is necessary for establishing a gap between current performance and expected performance. The training needs analysis working group should, again, consult with “job family groups” with regard to the development of performance standards. The members of each job family should be able to identify poor performance, average performance and excellent performance for each key performance area. The training specialist could ask certain questions to facilitate the performance standards setting process: How often do you do this? When you say that you have done a good job, what are the things that are indicative of such good performance? How would you describe average performance in your area of work? And, before you can do that, what do you do? (Laird, 1978).

The during-training needs analysis stage

Following the pre-training needs analysis stage is the during - training needs analysis stage. The during-training needs analysis stage may focus on either the individual training needs analysis interview process or the group training needs analysis interview process. It should be noted that for the present study, we will only focus on the individual training needs analysis process. The during-training needs analysis stage has the following process steps: -

- (i) it should be said that the training needs are identified as per job family. It therefore means that a member of a job family would attend an individual training needs analysis interview session. To effect a real participatory kind of training needs analysis process, the performance evaluation committees, consisting of the line managers, the peers, the assessees and facilitated by the training officials in each job family, would be formed. The responsibility of each performance evaluation committee would be to evaluate the performance of each job family member against the established performance standards. The training needs analysis working group would ensure that the employees who sit on the performance evaluation committees at any one time have the knowledge of the performance of a particular individual. Once the performance evaluation committees have been formed, the trainer can now convene individual training needs analysis interviews;
- (ii) the trainer would invite the assessee, the relevant assessors and the line managers to the interview session;
- (iii) to start the process, the trainer would ask the participants to come up with ground rules for the process. The participants may identify ground rules such as no victimization, openness, honesty, objectivity, and avoid personal attack;
- (iv) upon the agreement on ground rules, the trainer would explain to the participants that there would be “self-evaluation”, “peer-evaluation” and “line manager’s evaluation”, and that at the end of the evaluation process, the participants would aim at producing a “negotiated training needs analysis evaluation form”. A “self-evaluation” form is a training needs analysis form which the assessee should complete with a view to looking at his or her performance and determining if there are performance problems and, on that basis, suggesting training and/or non- training solutions to the performance discrepancies identified by himself or herself. A “peer” and a “line management evaluation form” is

a training needs analysis form which the peers and the line manager should complete with the aim of evaluating the performance of the assessee in the various key performance areas. This may also result in identifying performance discrepancies that may be addressed through training and/or non-training means.

Thus, a person is afforded through “self-evaluation” the opportunity to evaluate his or her performance to determine his or her training needs. Also, a “peer” and “line manager’s evaluation form” enable the line manager and the peers of the assessee to give input into determining his or her training needs. “A negotiated evaluation form” is the product of the “self”, “peer” and “line manager’s evaluation forms” (Broad and Newstrom, 1992);

- (v) there is the actual evaluation process. Here, the trainer would hand out the lists of key performance areas and performance standards to the participants. The assessee would then be asked to look at the key performance areas and evaluate himself or herself against the stated performance standards.

In addition, the assessors and line manager would be asked to evaluate the assessee’s performance in the various key performance areas. Thus, each individual would complete an evaluation form. To be able to evaluate the performance of an employee, the trainer should present the participants with a suitable and a clearly understandable performance rating scale. One such performance rating scale is the “Behaviour Anchored Rating Scale” (BARS). This scale enables the participants to measure performance in quantifiable terms. The trainer could ask the participants to rate performance on a scale of 1 to 5, 1 being “unsatisfactory”, 2 being “meets minimum requirements”, 3 being “average”, 4 being “above average” and 5 being “outstanding”.

However, it should be noted that although the BARS can be used to measure one's performance in quantifiable terms, its major deficiency is that it may not be able to facilitate the process of clearly capturing all the performance discrepancies prevalent in one's performance. This may be due to the fact that the description of performance discrepancies from, say, the scale of 1 to 3, may not be fully adequate. Here, the participants may agree that any score from 3 and below 3 shall represent a performance discrepancy.

Nonetheless, the participants are then asked to give ratings of performance in each key performance area using the list of performance standards to be able to determine the difference between current performance and expected performance. This is how participants would arrive at performance gaps. Once the participants have given their individual ratings, they are then required to determine if there is a performance discrepancy. If there is a performance discrepancy they are required to describe it in specific, behavioural, clear and quantifiable terms. So, a person should avoid describing a performance discrepancy like "John has an attitudinal problem". Rather, the participants should describe the negative behaviours that John exhibits that make them say that he has an attitudinal problem;

- (vi) once a performance discrepancy has been identified and described in clear and specific terms, the participants should determine the causes of performance discrepancies. The causes of performance discrepancies could be (1) "knowledge" deficiency, i.e. lack of an organised body of knowledge, usually of a factual or procedural nature; (2) "skill" deficiency, i.e. lack of the capability to perform job operations with ease and precision in a way that leads to the attainment of job goals; and (3) "attitudinal" deficiency -, i.e. lack of acceptable feeling or conviction or disposition to do the job (Goldstein, 1986;

Mager and Pipe, 1970). In addition, there are “other” causes of performance discrepancies which do not fall in the “knowledge”, “skill” and “attitude” deficiency categories. Such causes of performance discrepancies are not solvable by training, for example, hostile organisational culture, structural dysfunctionality, poor relations between an employee and colleagues, deficiency of execution, badly engineered jobs, unattractive job benefits, deficiency of practice, lack of motivation to do the job, poor mentoree-mentor relations and unnecessary interruptions while doing the job (**Mager and Pipe, 1970).**

Here, the employee under evaluation should, if he or she has identified performance discrepancies for herself/himself, indicate the causes of such performance discrepancies. Likewise, the colleagues and the line manager should indicate the causes of performance discrepancies of the assessee;

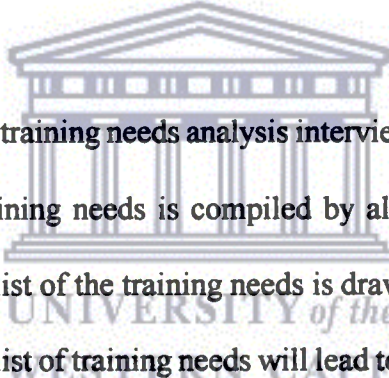
- (vii) once the causes of performance discrepancies have been teased out, it is now important to identify the solutions, i.e. training and/or non-training solutions to the identified performance discrepancies. It can be said that the negotiated model of training needs analysis, in the form of an individual training needs analysis process, allows the assessee and the assessors to indicate performance issues which can be solved by training and/or non-training means. It should be noted that the facilitator does not manipulate this type of collective determination of training needs;
- (viii) after the individual participants have **completed** the individual training needs analysis forms, it is then appropriate to begin a process of “dialoguing” in an attempt to produce a “negotiated evaluation form”. (It should be noted that at this point, the participants will be reporting back after the completion of the evaluation forms). At this stage, the assessee would be asked to state his or her performance ratings for the various key

performance areas to the other participants. In addition, the colleagues plus the line manager would be asked to report on the performance scores that they would have given the assessee in the various key performance areas. Then the scores of the assessee in each individual key performance area would be compared against the scores of the peers and the line manager in the same key performance areas. If the scores are different, the trainer would then ask the participants to elaborate why they have chosen a particular performance rating. What follows would be what is called “performance mirroring”. This is basically a process by which the assessors hold up a mirror for the assessee so that he or she can see his or her performance.

In addition, the assessee would inform the assessors about his or her performance. Thus, a culture of receiving and giving performance feedback is initiated and maintained. It is fair to note that during the “dialoguing” process, disagreements over one’s performance may come up. The way to deal with them is to refer the participants to the ground rules and say to them, for example, “we said that we are going to be honest and open and avoid arguments”. In this way, one may hope to break the deadlock; and

- (ix) upon the agreement on a performance rating for a key performance area, then the performance evaluation committee should collectively determine whether there is a performance discrepancy. And, if there is, then they should describe it in specific, clear and measurable terms. The next step would be to determine the causes of performance discrepancies and then identify effective training and/or non- training solutions to the performance discrepancies. A training solution is an intervention which can address “knowledge” deficiencies, “attitude” deficiencies and “skill” deficiencies. Examples of training solutions include communication training, computer training, customer-care training, problem-solving and skills training. However, the negotiated model of training

needs analysis acknowledges the fact that not all performance discrepancies can be addressed by training and, hence, the identification of non-training solutions. Examples of non-training solutions include team building session, changing organizational culture, redesigning workflow, and so forth (Mager and Pipe, 1970; Broad and Newstrom, 1992). The specification of non-training solutions would be easy because the participants have the knowledge of job issues that could be addressed through “not going on a training course”. In conclusion, the “dialoguing process” would eventuate the birth or production of a “negotiated form” arising out of the “self-evaluation”, “peer” and “line manager’s evaluation”. This is really the essence of the scientific and participatory nature of the negotiated model of training needs analysis.



At the end of the individual training needs analysis interview process, a list of identified training needs and non-training needs is compiled by all the participants. Thus, in particular, an agreed upon list of the training needs is drawn up by them. This process of drawing up a negotiated list of training needs will lead to the next and last stage of the negotiated model of training needs analysis.

The post-training needs analysis stage

The identified training needs will then be prioritized. This will be done collectively by all the participants. This prioritization is necessary in order to develop a training delivery plan. In addition, a list of non-training needs may also be prioritized.

Its advantages

The negotiated model of training needs analysis has the following advantages: -

- (i) it generates and promotes a culture of “screening” training requests from the line managers in as scientific and participatory a manner as possible;
- (ii) by doing scientific research, the relevant parties can find out the nature of the performance problem, and on that basis, determine whether or not training will be the appropriate solution to that performance problem. It investigates the nature and causes of performance discrepancies and, hence appropriate solutions are often advanced to the performance discrepancies;
- (iii) it allows for greater participation by the line managers, the potential trainees, the peers and the trainers in the identification of training needs; and thus advocates for a spirit of training needs analysis partnerships between the relevant stakeholders in determining the training needs. This collective spirit engenders commitment to and ownership of the training efforts on the part of all stakeholders;
- (iv) the fact that the training needs analysis process is inclusive, transparent, fair, and scientific makes it possible for the employees to attend relevant, appropriate courses. Thus, the employees are not sent on wrong courses;
- (v) it institutionalises a culture of “performance mirroring”. The line manager and the colleagues of the assessee are able to hold up a mirror for the assessee so that the assessee can see his or her performance. In addition, the assessee is able to inform the assessors about his or her performance. A negotiated training needs analysis model encourages the “dialoguing” process among the stakeholders regarding one’s performance. The ultimate aim is to decide whether or not training is the appropriate

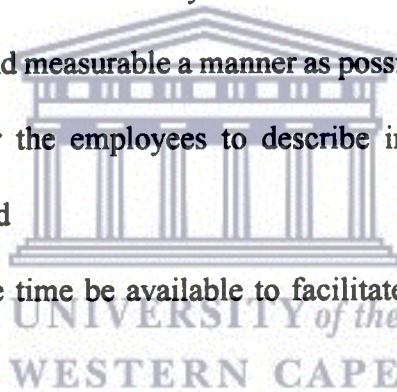
solution to performance discrepancies that have been collectively and scientifically determined;

- (vi) it assumes that training is not a panacea to all ills;
- (vii) its scientific nature allows the participant to analyse one's performance in a particular key performance area by using the BARS which enables him or her to identify and describe performance discrepancies;
- (viii) it facilitates the process of establishing gaps between current performance and expected performance. This is done by enabling the members of job families to cooperatively develop specific and clear performance standards for each key performance area. Therefore, the established performance standards can be used as a reference performance guide in this regard; and
- (ix) it encourages the employees to take overall responsibility for their own development by ensuring that they are included in determining their own training needs (Mager and Pipe, 1970; Laird, 1978; Louis, 1996). Nonetheless, the negotiated model of training needs analysis also has disadvantages.

Its disadvantages

- (i) while it encourages the line managers, the assessees, the assessors and the trainers to collectively negotiate around performance issues that can be addressed through training and/or non-training means, the entire process can be very time consuming and effort demanding as it requires "effective dialoguing" to take place;
- (ii) the assessees tend to overrate themselves and, thus, making the performance rating invalid and unreliable;

- (iii) the system of “buddy rating” may prevail whereby the assessors, especially if they have a good working relationship with the assesseees may “over-inflate” the scores and thus making, once again, the entire process, unscientific;
- (iv) during the “dialoguing” phase, disagreement over one’s performance may occur and this may bring about, in some cases, unresolvable performance rating;
- (v) the participants may not clearly remember the critical performance incidents of a person particularly in a situation in which there is no performance management system. This may lead to the inability on the part of the employee to fairly analyse one’s performance;
- (vi) the participants may not always be able to develop clear and measurable performance standards. The concomitant result may be the inability to identify performance discrepancies in as clear and measurable a manner as possible. In some cases, illiteracy may make it difficult for the employees to describe in writing-clear and specific performance standards; and
- (vii) the trainer may not all the time be available to facilitate the training needs analysis process.



It was mentioned that the traditional and negotiated models of training needs analyses are diametrically opposed to each other. For example, while the traditional model of training needs analysis advocates for the determination of the training needs of the employees by either the line manager or the training and development department, the negotiated model of training needs analysis stresses the need for a partnership kind of arrangement between the assesseees, the peers, the line managers and the trainers in identifying the needs. In addition, the traditional approach to training needs analysis does not go into rigorous investigation of performance discrepancies. It simply “defines” performance problems in terms of perceived training solutions. Again, the unscientific and non-participatory nature of the traditional model of training needs analysis makes it difficult to come up with clear, relevant training needs that can lead to individual

performance improvement. Often, the people whose needs have been identified through the traditional model of training needs analysis, attend inappropriate training courses, i.e. often do not know why they are at the training centre and as such, the transfer of learning back in the workplace is problematic. On the contrary, the negotiated model of training needs analysis goes into collective: identification of performance discrepancies; description of performance discrepancies in a clear, specific and measurable manner; determination of causes of performance discrepancies; and identification of appropriate training solutions and/or non-training solutions to those performance discrepancies. By far, the negotiated model is the most participative and scientific training needs analysis model that is needed if training efforts are to bear fruits.

Before we can adopt a case study approach to the application of a negotiated model of training needs analysis, it is appropriate to draw out its critical elements with particular reference to the present study. The issue which needs to be explored is how the negotiated model of training needs analysis can be applied in the Registry/Messengers' Division of the Cape Town City Council which has traditionally experienced the application of the traditional model of training analysis.

The implications of the negotiated model of training needs analysis for this study

It should be mentioned first that the Senior Managers in the Registry/Messengers' Division asked the Training and Development Section to identify the training needs of their employees. Contrary to the popular approach to training needs analysis (which was "menu-driven" and "line

management” in nature and form), the employees in the Division decided that there was a need to experiment with the negotiated approach to training needs analysis. They said that this was appropriate particularly in an era of democratization and employee involvement in decision-making processes in the Cape Town City Council. Thus the research design and schema were as follows: -

- (i) during the pre-training needs analysis stage, a training needs analysis working group comprising of the line manager, employees and Senior Managers in the Division, was formed. Its primary responsibility was to coordinate, together with the training facilitator, the entire training needs analysis process;
- (ii) staff meetings were held to agree on the objective of the training needs analysis activity;
- (iii) eleven job families in which training needs analysis was to be done were identified, namely, Principal Administrative Assistant, Senior Administrative Assistant, Principal Messenger, Senior Messenger (Courier), Senior Messenger (Supervisor), Messengers, Administrative Assistant (Incoming Correspondence), Administrative Assistant (Dispatching), Administrative Assistant (Leases), Administrative Assistant (Archives), and Administrative Assistant (Filing);
- (iv) upon the identification of job families, working groups were formed within each job family to clarify and agree on the key performance areas for each job family and to develop performance standards for each key performance area. To be able to establish the gap between actual performance and expected performance, performance standards had to be developed against which to measure current performance. The performance standards setting groups within each job family developed clear and measurable standards with the trainer facilitating the process. The following questions formed part of the performance standards setting process: How often should you do it? When should you do it? Before you do that, what must be done first? How would you describe a bad job? How would you

describe a good job?, and so forth; and

- (v) once the performance standards were developed, the next logical activity was to conduct individual training needs analysis interview sessions with the employees in the eleven job families. The construction and preparation of the training needs analysis interview process were based on the Mager and Pipe's Model of Analysing Performance Problems (**Mager and Pipe, 1970**). The model was modified and adapted for the specific purpose of identifying the training needs of the employees.

Thus, the questionnaire was designed around the following sections: -

- (i) **performance rating-** in this case, a performance rating scale was used to analyse one's performance in the relevant key performance areas. Questions such as the following were asked by the trainer during the evaluation period: How is a person performing in this key performance area-on a scale of 1 to 5, 1 being "unsatisfactory", 2 being meets "minimum requirements", 3 being "average", 4 being "above average" and 5 being "outstanding"; Is there a performance discrepancy-yes or no? It was agreed that any score below 3 shall represent a performance discrepancy. However, a performance discrepancy is also subsumed under the performance rating of 3 and 4; If there is a performance discrepancy, describe it in specific and measurable terms;
- (ii) **causes of performance discrepancies**, i.e. "knowledge" deficiency, "skill" deficiency, "attitude" and "other" deficiency. These causes of performance discrepancies were borrowed from **Mager and Pipe's Model of Analysing Performance Problems (1970)**. "Knowledge" deficiency referred to a lack of an organised body of knowledge, usually of a factual or procedural nature. "Skill" deficiency meant the lack of the capability to perform job operations with ease and precision in a way that leads to the attainment of job goals. "Attitudinal" deficiency referred to a lack of acceptable feeling or conviction or disposition to do the job. And, "other" deficiency denoted causes of performance

discrepancies that did not fall in the “knowledge”, “skill” and “attitude” categories, i.e. those causes of performance gaps that could not be addressed through training. Such causes of performance discrepancies are, for example, hostile organizational culture, structural dysfunctionality, poor relations between an employee and the colleagues, deficiency of execution, badly engineered jobs, unattractive job benefits, deficiency of practice, lack of motivation to do the job, poor mentoree-mentor relations and unnecessary interruptions while doing the job;

- (iii) **training solutions**-it should be noted that examples of training solutions were selected from **Mager and Pipe (1970)**. The following examples of training solutions were listed on the questionnaire, namely, (a) “communication” training. This referred to training people in how to convey information, messages, ideas, feelings, views and facts using appropriate mediums with a view to receiving a response that enables them to achieve effective job performance; (b) “technological” training referred to things like training people in how to use computer packages such as WordPerfect, Lotus 1-2-3 and MS Word. It also included training people in how to use information technology tools and techniques that are within the Registry/Messengers’ Division to enable them to master their jobs; (c) “information”- this variable, which was also under training solutions, meant on-the- job training which is internal in nature and form. It was recognised that some job family members needed to be given training in how to perform certain tasks within the Division; (d) “management” training included training people in planning, organising, controlling, leading, motivating, resolving conflict, assertiveness, listening, problem solving, change management, mentorship, scenario planning and performance management; (e) “attitudinal” training was about training people in how to display acceptable behaviours and feelings that lead to effective job performance. It also referred to aspects such as being approachable, being positive towards one’s work, avoiding the exhibition of negative

behaviours, and establishing a positive interactive relationship between colleagues; and (f) “other” training. This variable referred to any kind of training other than “communication”, “technological”, “information”, “management” and “attitudinal” training solutions. It was realised that the listing of possible solutions on the questionnaire was not going to be exhaustive and, hence the inclusion of the variable “other” as part of training solutions. The variable “other” was unpacked when the participants referred to it. In other words, the participants had to explain precisely what kind of training solution they were referring to under the variable “other” (Deep, 1978; Dubrin, 1989; Bettignies in Taylor and Lippitt, 1975); and

- (iv) **non-training solutions** were identified. It was acknowledged by the participants that training is not a panacea to all ills. The following non-training solutions appeared on the questionnaire: firstly, the “structure”-which referred to functional relationships inside the Division. In other words, how different functional units interrelate and whether their interaction leads to the achievement of organizational goals. Here, it was agreed that “structure” as a solution would entail things like redesigning the way units and people interact with a view to creating interfunctional collaboration that eventuates effective job performance. Secondly, the variable “management” was identified as a non-training solution. Here, “management” referred to the need for management to provide the necessary support to the employees so that they could perform their jobs better. Also, it included things like coaching and mentoring the people for purposes of training and encouraging them to achieve the job results. Thirdly, the variable “organizational culture” referred to the need to change the negative belief systems, old values, archaic way of doing things and antiquated traditions that hinder effective job performance. It also included issues of working together in the Division. Fourthly, the variable “information” denotes the need for employees to be given accurate, instant and adequate information about how

jobs are to be performed. Fifthly, the variable “workflow” referred to how the job is done, who is doing it, when is it being done, what processes are being followed in doing the job. In a way, “workflow” as a solution was regarded as important because it was the way the job was organised, directed and supervised that determined the achievement of desirable job results. This also referred to job reengineering, systems review and process reorganization in an attempt to correct performance discrepancies. And, sixthly, the variable “other” referred to any other non-training solution that was not “structure”, “management”, “organizational culture”, “information” and “workflow”. This included things like team-building, buying an alarm clock watch and jacking up productivity.

2

Upon the construction of the interview questionnaire, it was agreed by all stakeholders that each person will have to be interviewed separately. For this purpose, the members of each job family agreed that they would participate in the individual training needs analysis process. They then formed the performance evaluation committees as per job family which consisted of the assessee, the assessors and the trainer. The main aim was to encourage “self evaluation” by the assessee, “peer evaluation” of the assessee’s performance, and “line manager’s input” into the performance of the assessee thus eventuating participation of all in the determination of training needs. During the actual individual training needs analysis session, the trainer handed out the “self evaluation form”, the “peer evaluation form”, and the “line manager’s evaluation form” which was standardised before the completion of the interview form. In addition, the trainer asked the participants to formulate ground rules for the session. The following were the generic ground rules formulated by members of the eleven job families: objectivity, honesty, fairness, agree to agree, confidentiality, no victimisation and that the process should be viewed in a developmental sense. The process of individual training needs analysis took the following format: each assessee was asked to evaluate himself or herself against the agreed upon job

family performance standards handed out to everyone at the interview session. Concurrently, the peers and line managers evaluated the assessee.

At the end of the evaluation process, the assessees and the assessors were asked to present their allocated scores to the various key performance areas. Then, the assessee's score would be compared against the peers and the line manager's score. Consequently, negotiations would follow with a view to agreeing upon the collective score.

A major advantage of this kind of "dialoguing" is that for the first time, it persuaded the members of each job family to give and receive performance feedback in as honest and objective a manner as possible. The performance evaluation committees in each job family collectively: identified performance discrepancies; determined causes of performance discrepancies; and identified training and/or non-training solutions to the performance discrepancies. At the end of the process, the performance evaluation committees emerged with the lists of real and appropriate training needs. Each member felt committed to the entire training needs analysis process which was inherently participative, inclusive, transparent, scientific and facilitating performance mirroring activity. The ultimate aim of the whole process was to produce a "negotiated training needs analysis evaluation form" which was essentially the product of "self", "peer" and "line manager's evaluation forms". Once the training needs were identified, the members of a specific job family were asked to prioritise those needs.

CHAPTER III

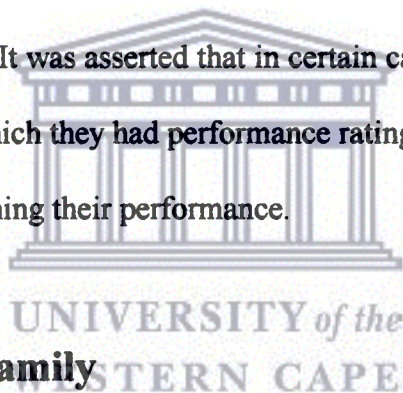
THE NEGOTIATED MODEL OF TRAINING NEEDS

ANALYSIS IN PRACTICE

This chapter deals with the presentation of results based on a negotiated model of training needs analysis (TNA) which was applied in the Registry/Messengers' Division. It is arranged according to the following headings, namely, a section dealing with the presentation of results as per job family, and a section focusing on the overall evaluation of results. Firstly, the results as per job family are presented and interpreted under the following sub-headings: causes of performance discrepancy; training solutions; non-training solutions and prioritisation of training needs. And, secondly, the overall results in all job families are presented and interpreted under the following sub-headings: rating of performance; causes of performance discrepancy; training solutions; and non-training solutions. The data is in the form of frequency analysis. The SPSS programme, which is a computerized statistical programme, was used to analyse the data to produce the information necessary for generating tables and graphs.

It should be noted that the negotiated model of TNA is predicated on the formation of performance evaluation committees. These performance evaluation committees comprise the line managers, the peers, the potential trainees and the training facilitators. The main task of these performance evaluation committees is to evaluate one's performance to consider issues of performance rating; causes of performance discrepancy; training solutions; and non-training

solutions. Thus, the overall data is based on the negotiated evaluation form which was the product of the “self evaluation”, “ line manager’s evaluation” and “peer evaluation”. The members of the Registry/Messenger’s Division agreed that any score below 3 shall represent a performance discrepancy. However, performance discrepancies are subsumed in the performance ratings of 3 and 4. Although it was said that the score of 3 showed an acceptable performance according to the Behaviour Anchored Rating Scale (BARS), the scale could not effectively pick up performance discrepancies that were prevalent in certain key performance areas which had performance ratings of 3 and 4. The performance ratings of 3 and 4, sometimes did not necessarily mean that there were no performance discrepancies. Thus, in some cases, the performance discrepancies were identified after the participants agreed upon the performance ratings of 3 and 4. It was asserted that in certain cases, there was a need to give people training in the areas in which they had performance ratings of 3 and 4 with the specific aim of strengthening and sharpening their performance.

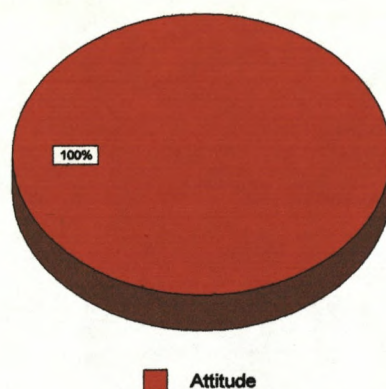


The results as per job family

The order of presentation of the results as per job family is as follows: the Senior Administrative Assistant (SAA) job family; the Principal Messenger (PM) job family; the Senior Messenger (SM) (Supervisor) job family; the Administrative Assistant (AA) (Dispatching) job family; the AA (Archives) job family; the AA (Leases) job family; the AA (Filing) job family; the AA (Incoming Correspondence) job family; the Principal Administrative Assistant (PAA) job family, the Senior Messenger (SM) (Courier) job family; and the Messengers job family.

Senior Administrative Assistant Job Family

Pie Chart 1:1 Causes of Performance Discrepancy



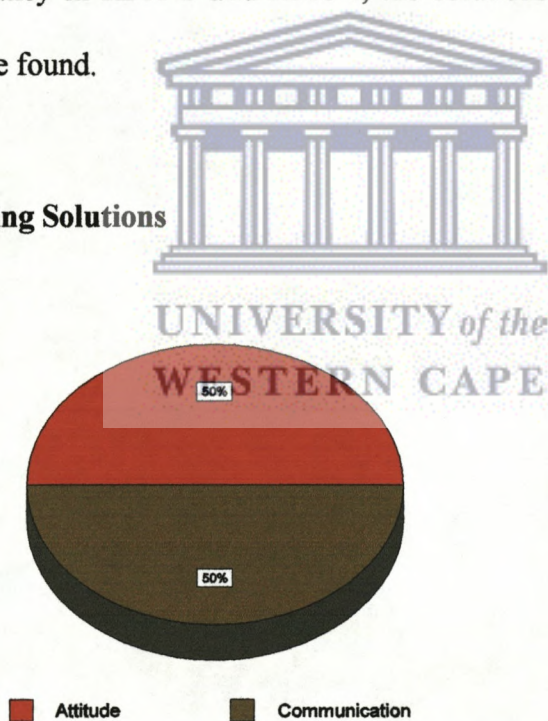
An average rating of 3 (see Appendix A - table 1, number 6) is allocated to key performance area (KPA) 2 (see Appendix 1). However, a performance discrepancy exists because of an “attitudinal” deficiency. Here, the Senior Administrative Assistant (SAA) is regarded as abrupt, rude and rigid in “his”¹ approach to supervising the Administrative Assistants (AAs). This type of an attitude is at a variance with the accepted performance standard (see Appendix 1, number 2) which requires the SAA to display good interpersonal skills, i.e. politeness, flexibility, empathetic listening and sensitivity to people’s feelings, in dealings with the AAs.

In addition, KPA 4 (see Appendix 1) with an average score of 3 (see Appendix A, table 1, number 6) gives another “attitudinal” deficiency where the SAA is seen as lacking insight into the cultural background of others, which results in poor listening skills and a conflictual relationship with certain workers. This kind of cultural insensitivity is not in line with the

1. The use of “his” in this study takes into account the gender of the employee in the SAA job family. Thus, in no way does it reflect gender insensitivity. This applies to all cases where the gender orientation of an employee is indicated.

accepted performance standard which requires the SAA to display cultural sensitivity skills (see **Appendix 1, number 4**) -, i.e. willingness to learn about the cultures of other employees, appreciating the cultural similarities, recognizing the cultural differences and optimizing the diverse skills when he acts as a Principal Administrative Assistant (PAA) while the PAA is on leave. It was also discovered that the SAA was often uninformed about what is happening in the Division due to insufficient interaction with the PAA or a lack of support from the PAA. Thus, a pie chart represents a weight of 100%, i.e. 2 out of 12, meaning that the performance discrepancies in KPA 2 and KPA 4 (see **Appendix 1**) are due to the above-mentioned “attitudinal” deficiency. Having identified an “attitudinal” deficiency as a major cause of performance discrepancy in KPA 2 and KPA 4, the solutions to this kind of performance discrepancy should be found.

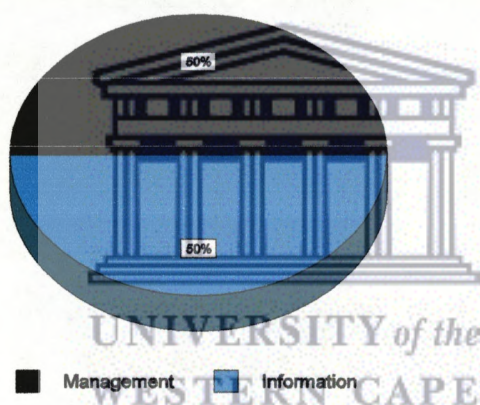
Pie Chart 1.2 Training Solutions



Regarding the SAA job family, it was suggested that to enable the SAA to be polite, flexible, culturally sensitive, open and honest, in key performance areas (KPA) 2 and 4, a communications course and an attitudinal change training course would be the best solutions.

The pie chart shows an equal weight of 50:50, i.e. 2 and 2 out of 4, allocated to both “communication” and “attitude” as training solutions to the identified “attitudinal” deficiency in KPAs 2 and 4 (see Appendix A, table 3, number 8). In essence, both training courses would bring about a harmonious, interactive positive relationship between the SAA and the AAs. However, it should be noted that the cause of this kind of performance discrepancy, i.e. “attitudinal” deficiency, cannot only be addressed through training.

Pie Chart 1.3 Non-Training Solutions



In the SAA job family, “management” and “information” were identified as non-training solutions to also address performance discrepancies in KPAs 2 and 4. “Management” is referred to as the need for the Principal Administrative Assistant (PAA) to regularly interact with the SAA to keep him informed about what is happening in and around the Division. Most of the time the SAA hears about what he needs to do through the grapevine. Hence, “information” was also identified as another non-training solution. This means that management should give the SAA sufficient and accurate information so that he can supervise the AAs in the most

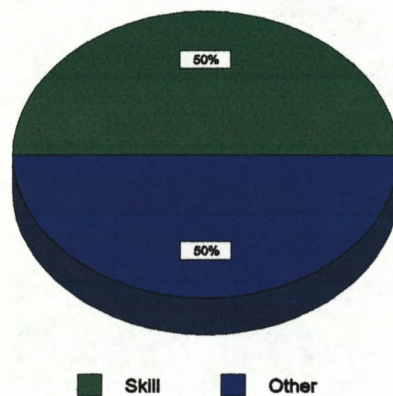
effective manner. Both “management” and “information” were given the score of 50:50 to show that they are equally important also to address the “attitudinal” deficiency which exists. It can be concluded that if the SAA is to be effective in KPAs 2 and 4, the attendance of the communication and attitudinal change training courses, and regular interaction with management to be kept informed about events in the Division, should be implemented.

Prioritisation of Training Needs

In prioritizing the training needs, the participants felt that firstly, the SAA must go on an attitudinal change training course, and the communications course was addressed as the second most important training solution.

Principal Messengers Job Family

Pie Chart 2.1 Causes of Performance Discrepancy



In this job family, the “skill” deficiency and a lack of support from the other employees were

identified as the causes of performance discrepancies. Thus, in KPA 1 (see Appendix 2) an average rating of 3, (see Appendix A, table 1, number 8) is given to the Principal Messenger where a performance discrepancy occurs because of “skill” and “other” deficiencies. “Skill” deficiency is seen as a performance discrepancy in KPA 1. Because the Principal Messenger lacks adequate supervisory skills, he does not always find out from the Senior Messengers about the Messengers’ problems and thus he receives constant complaints from various depots about the performance of the Messengers. The required performance standard (see Appendix 2 number 1) is that the Principal Messenger should be able to identify the problems experienced by the Messengers timeously and proactively. In addition, he should exhibit planning, organizing, controlling and leadership skills which he does not adequately exhibit. The other cause of a performance discrepancy is identified under “other” because it is not “knowledge”, “skill” and “attitude” related. It was agreed by the performance evaluation committee that lack of support from the Senior Messengers, makes it difficult for the Principal Messenger to supervise the Senior Messengers and the Messengers. The Senior Messengers are not always helpful in the execution of the Principal Messenger’s duties in this regard. Furthermore, the lack of adequate supervisory skills manifests itself in poor delegation and coordination skills on the part of the Principal Messenger in KPA 4 which has a rating of 4 (see Appendix 2).

The required performance standard for KPA 4 is that the Principal Messenger (PM) should involve the Senior Messengers in dealing with cheques and stationery. Also, the PM should ensure that there are sufficient stationery and cheques for franking machines. It was found that there is always insufficient stationery and the cheques are not ordered on time thus making it difficult for the PM to adequately supervise the Senior Messenger and Messengers. This results in the PM overburdening himself and thus leading to his inability to delegate certain tasks to the

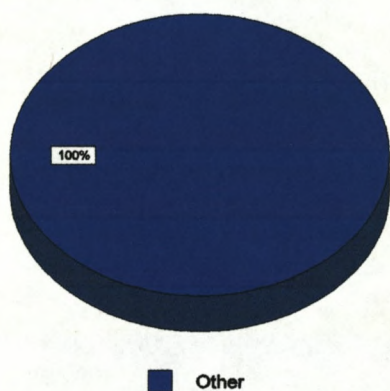
Senior Messengers and Messengers. Lastly, another cause of a performance discrepancy is poor time management which manifests itself in the form of lack of sense of time on the part of the PM. Thus, another average score of 3 (see Appendix A, table 1, number 8) is allocated to KPA 5 (see Appendix 2) where the variable “other” explains the problem of punctuality as the PM does not always ensure that the newspapers are delivered at 7h30am. He normally fetches the newspapers at 8h00am. Having identified the causes of performance discrepancies, it is now appropriate to look at training solutions to address these performance discrepancies.

Pie Chart 2.2 Training Solutions



A “communication” skills training course with a weight of 25% is suggested to address performance discrepancies in KPA 1. And, a weight of 75% is allocated to “other” which is an active supervision training course to improve the performance in KPA 4 (see Appendix C number 8). It is assumed that if the PM could attend these two courses, the performance discrepancies would be addressed. However, the problem of not ensuring that the newspapers are always delivered at 7h30am will not only be addressed by a communications course and an active supervision course. Hence, the non-training solutions section follows below.

Pie Chart 2.3 Non-Training Solutions



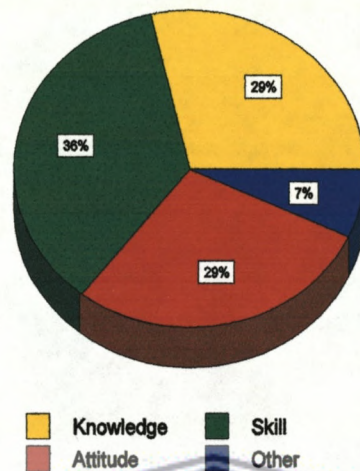
In the PM's job family, a non-training solution under the explanatory variable "other" is suggested. This means that the PM should be encouraged to buy an alarm clock watch that would enable him to wake up early enough in the morning to be able to collect the newspapers by 7h30am. A weight of 100%, i.e. 1 out of 1, is allocated to this non-training solution. This indicates that the PM should give top priority to punctuality as this would eventuate early delivery of newspapers.

Prioritisation of Training Needs

The performance evaluation committee felt that the communications course should be attended first and followed by an active supervision course. Combined together, these courses will also bring about desirable performance improvements in KPAs 1 and 4.

Senior Messenger (Supervisor) Job Family

Pie Chart 3.1 Causes of Performance Discrepancy



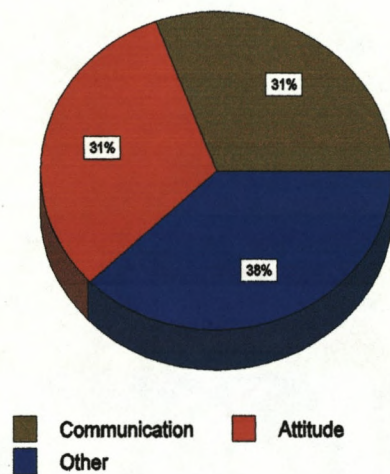
In this job family, the combined KPAs 1 - 8 (see Appendix A, table 1, number 10) give an above average score of 3.6. Specifically, KPAs 2,3,4 and 6 (see Appendix 3) give an above average score of 4 where KPA 6 gives the variable “other” as a cause of performance discrepancy which is due to lack of practice of work. This means that the Senior Messenger (SM) (Supervisor) does not get a chance to do filing and dispatching of correspondence at the Acting Chief Executive Officer’s office. In addition, the SM (Supervisor) is not always available to stand in for the PM if required. This results in the SM (Supervisor) not always being able to effectively communicate with the Messengers with a view to ensuring acceptable forms of supervision of their work.

Again, KPA 8 (see Appendix 3) gives an average score of 3 (see Appendix A, table 1, number

10) where a “skill” deficiency explains a lack of initiative to proactively identify and address the problems in the area of standing in for the Principal Messenger, as a performance discrepancy. The required performance standard is that the SM (Supervisor) should also stand in for the Messengers if they are short of staff and go on clearances six times a day. The SM (Supervisor) does not often do this kind of function. He must always be cajoled to do this type of job.

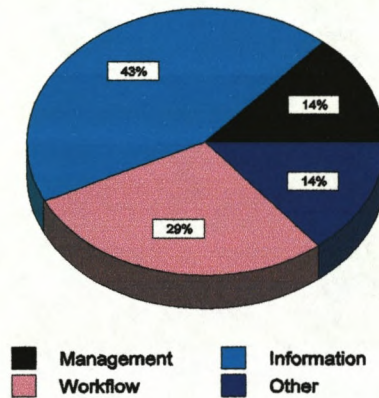
With regard to the weighing of performance discrepancies, a 7% weight, i.e. 1 out of 4 (see **Appendix B, number 11**) is allocated to the variable “other” which indicates a lack of practice of work in KPA 6 as a cause of performance discrepancy. Equal weights of 29%, i.e. 4 and 4 out of 14 (see **Appendix B, number 11**) are allocated to the explanatory variables “attitude” and “knowledge”, which manifest themselves in a lack of good interpersonal skills and a lack of knowledge of how to communicate with the Messengers, as performance discrepancies in KPAs 1 and 7. In addition, a weight of 31%, i.e. 5 out of 14, is allocated to “skill” deficiency, which indicates a lack of assertiveness skill on the part of SM (Supervisor) job family employees. Having identified the causes of performance discrepancies, it is now appropriate to discuss the training solutions thereto.

Pie Chart 3.2 Training Solutions



The variable “other”, is allocated a weight of 38%, i.e. 5 out of 13, (see Appendix C, number 11) where a need for an active supervision course is seen as a training solution to improve performance in KPAs 1, 7 and 8. In addition, both a communications course and an attitudinal change training course are allocated a weight of 31%, i.e. 4 and 4 out of 13 where it is important for these two courses to be implemented to engender effective job performance. This would ensure that the Messengers go out for clearances six times a day, display assertive behaviour, and exhibit good interpersonal skills and excellent communication skills, in the KPAs 1 and 7. The above-mentioned training courses are not the only solutions to the identified performance discrepancies. There should also be non-training solutions.

Pie Chart 3.3 Non-Training Solutions



A 43% weight, i.e. 3 out of 7 (see **Appendix D, number 11**) is allocated to the explanatory variable “information” in KPAs 1 and 7 where supervisory skills should be developed through the provision of accurate and sufficient information by the SAA to the SM (Supervisor). It was said that the SM (Supervisor) does not have sufficient information to supervise the Messengers. Therefore, the SAA and the PAA should provide the SM (Supervisor) with the skills necessary to effectively supervise the Messengers. A 29% weight, i.e. 2 out of 7, is allocated to the variable “workflow” which means that the SAA and the PAA should clearly indicate how the work should flow from themselves to SM (Supervisor) right up to the Messengers. This will make it easy for the SM (Supervisor) to perform his duties. Lastly, equal weights of 14%, each, i.e. 1 and 1 out of 7, are allocated to the variables “management” and “other”. The variable “other” means that the SM (Supervisor) should take time to practice KPA 6 with a view to improving performance therein. The variable “management” explains that management should create a supportive environment in the execution of KPAs 7 and 8. At the moment, there is a lack of support from the SAA and the PAA when the SM (Supervisor) does his duties.

All in all, it can be said that active supervision courses, attitudinal change courses and communication skills courses have been identified as training solutions to the identified performance discrepancies notwithstanding the non-training solutions.

Prioritisation of Training Needs

The participants prioritized the training courses as follows: active supervision courses which will assist the SM (Supervisor) in sharpening his supervisory skills in KPAs 1,7 and 8; a communications course will help in ensuring that there is a positive interaction between the SM (Supervisor) and the Messengers; and an attitudinal change training course to bring about a non-aggressive and cooperative style of interaction with the Messengers by the SM (Supervisor).

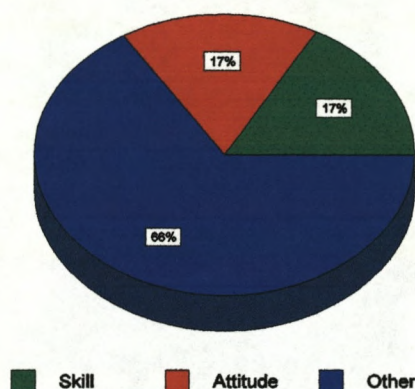
Administrative Assistant (Dispatching) Job Family



In the AA (Dispatching) job family, KPAs 1 - 4 (see Appendix 4) give an above average score of 4 indicating that the employee is an excellent performer as compared to other employees in the same job family, i.e. the AA job family. It should be noted that this person is the only one who scored 4 in all the KPAs that he carries out. As a result, no performance discrepancies were identified and thus no training solutions and non-training solutions were suggested.

AA (Archives) Job Family

Pie Chart 4.1 Causes of Performance Discrepancy



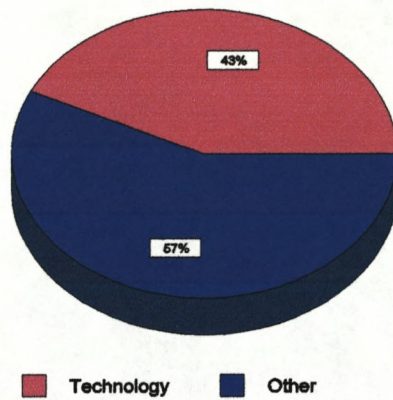
In this job family, KPA 1 (see Appendix 5) gives an average score of 3 (see Appendix A, table 1, number 2) where a performance discrepancy occurs and is explained by the variable “other”. “Other” refers to the lack of organizational skills, poor time management and a lack of doing jobs according to their order of importance. In this case, the required performance standard is that the employee should be able to categorize administrative records other than correspondence in accordance with the Archives/Municipal Act/Ordinance. In addition, the employee should be able to separate correspondence files and other archives and sort them in a manner that can facilitate (i) the transfer of that which has general research value to the archives depot after 30 years; (ii) the retainment of that which is of permanent internal value; and (iii) the destruction of the ephemeral materials when the relevant records are no longer received administratively (see Appendix 5).

On the contrary, the AA (Archives) employee is not able to classify the records in accordance with the Archives Act. The employee does not classify the records in a manner that facilitates the transference of that which has general research value, the retainment of that which has permanent internal value and the destruction of ephemeral materials when the relevant records are no longer received administratively. In addition, the employee does not know how to prioritize job functions like the separation of correspondence files and other archives prior to sorting them. In this case, the employee sorts the files and other archives without first separating them. Finally, the records manager waits very long to get lists of files and archives. This delay makes it difficult for the records manager to timeously update the files and other archives. Compounding the problem is the inadequate completion of lists of files and other archives. This indicates a lack of organizing skills. KPA 2 (see Appendix 5) gives an above average score of 4 (see Appendix, table 1, number 2).

However, a performance discrepancy exists which is attributed to the variable “other” which, once again, explains the lack of organizing skills, a lack of sufficient interest in doing the archives work due to the fact that the archives section is located on the 23rd floor while the employee is based on the 5th floor (i.e. physical distance of the archives section is a problem), and poor time management skills. The required performance standard is that all archives must be timeously indexed and stored in a systematic and orderly manner (see Appendix 5). The employee does not ensure that the storerooms are timeously indexed because there are files and archives which lack indexes. This makes it difficult to locate them. Again, there is a backlog of uncategorized and unindexed archives and files. The lack of organizing and planning skills has also been cited as the cause of performance discrepancies for KPA 4 (see Appendix 5) despite the performance rating of 4 therein (see Appendix 9, table 1, number 2).

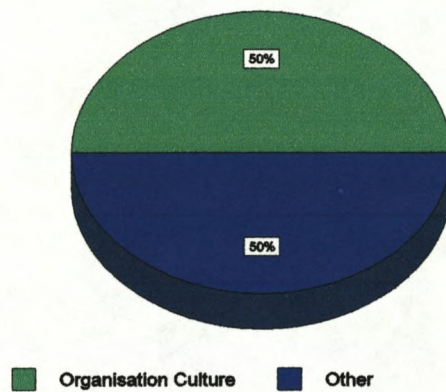
Lastly, KPA 6 (see Appendix 5) gives an above average score of 4 (see Appendix A, table 1, number 2) where a combination of “knowledge”, “skill” and “attitude” deficiencies are given as major causes of performance discrepancies. In KPA 6, the AA (Archives) is seen as not being assertive enough and shows an unwillingness to share knowledge of archives with other staff members. His aggressive, abrupt and insensitive attitude makes it difficult for him to effectively supervise other AAs and Messengers. The required performance standard here is that the AA (Archives) person must be assertive and display good interpersonal skills in a manner that leads to effective job performance (see Appendix 5). The last cause of performance discrepancy in KPA 6 is explained under the variable “other” which refers to understaffing. The fact that the AA (Archives) job family is understaffed (it has 1 employee) makes it difficult for all the KPAs, i.e. 1 - 6, to be executed with ease and precision. Thus, the pie chart gives 66% weight, i.e. 4 out of 6, to the variable “other”, i.e. 4 out of 6 (see Appendix B, table 2, number 2). A lesser weight is given to the two variables (“skill” and “attitude”) i.e. 1 and 1 out of 6, respectively, thus giving 17% each. Having identified causes of performance discrepancies in this job family, it is now appropriate to identify training solutions thereto.

Pie Chart 4.2 Training Solutions



A weight of 57%, i.e. 4 out of 7 (see Appendix C, table 3, number 2) is allocated to “other” in KPAs 1 and 6 in training solutions where “other” in this case refers to the need for active supervision courses. This means that the identified causes of performance discrepancies, namely, the lack of organizing and planning skills, poor time management, unassertive behaviour and unwillingness to share information with the staff, will be addressed through the active supervision training course. Lastly, a weight of 43%, i.e. 3 out of 7, is allocated to “technology” in KPAs 1, 2 and 4 which explains a need for computer training. Let us now turn to non-training solutions.

Pie Chart 4.3 Non-Training Solutions



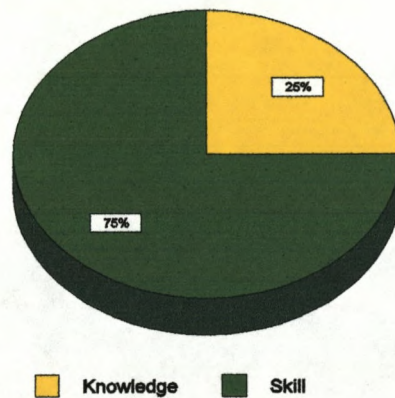
Equal weights of 50:50, i.e. 4 and 4 out of 8, are given explanatory variables “other” and “organizational culture” where “other” is a solution to the problem of physical location of the Archives section. Thus, its location on the 23rd floor while the employee is based on the 5th floor, causes lack of interest in the archives section. To address this problem, it was suggested that a culture of the appreciation of the archives function should be cultivated among the employees. Lastly, in KPA 6, there is a suggested solution which refers to regular meetings with the PAA so that the Archives employee can effectively supervise other AAs and Messengers when they do archives work and hence the non-training solution- “organisational culture”.

Prioritisation of Training Needs

There were two training solutions that were identified. Firstly, an active supervision training course which will equip the AA (Archives) job family employee to deal with the performance discrepancies of for example, poor time management, lack of organising and planning skills, etc. And, secondly, a computer training course is needed to computerise the archives function.

AA (Leases) Job Family

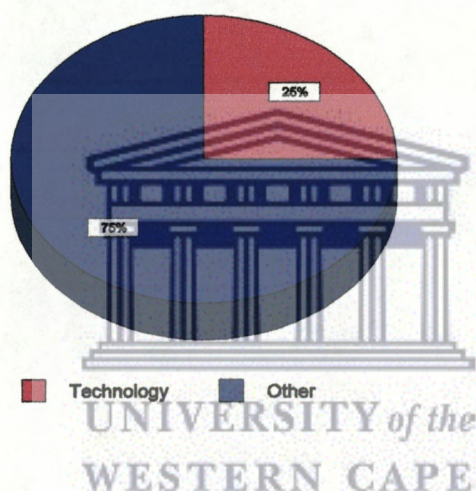
Pie Chart 5.1 Causes of Performance Discrepancy



In this job family, KPAs 1,4,5,8 and 9 (see Appendix 7) give equal above average score of 4 (see Appendix A, table 1, number 3) where performance discrepancies occur due to “skill” deficiencies in KPAs 1 and 8. This “skill” deficiency manifests itself in the lack of formal report writing skills and the lack of memoranda writing skills. (It was mentioned that reports written by employees were always unclear, lacking introductory remarks, grammatically incorrect and lacking concluding remarks). Although the required performance standard is effective report writing skills in accordance with the office practice, it was found that the employees did not have those skills. Finally, KPA 3 (see Appendix 7) indicates a combined “knowledge” and “skill” deficiencies explained by the lack of introductory knowledge of computers. It was found that the employees had no knowledge of the operation of computers. Consequently, there was no effective maintenance of a computerized pending system for the renewal of leases and agreements. This deficiency was determined by considering the required performance standard for KPA 3 which is the ability to demonstrate basic computer skills like WordPerfect 6.1. Thus,

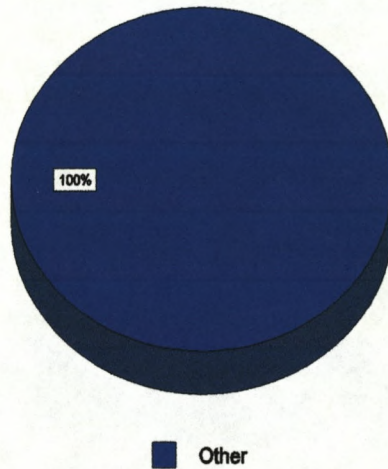
while a 75% weight, i.e. 3 out of 4 (see Appendix B, table no. 2, no. 3), is allocated to “skill” deficiency (i.e. lack of formal report writing skills), “knowledge” deficiency represents a 25%, i.e. 1 out of 4, of overall causes of performance discrepancy under AA (Leases) job family. Having identified performance deficiencies, it is now appropriate to consider the training solutions thereto.

Pie Chart 5.2 Training Solutions



A 75% weight, i.e. 2 out of 3, (see Appendix 3, table 3, number 3) under “other” gives a training solution where a business communications course is seen as critical to performance improvement in KPAs 1 and 8. The remaining 25%, i.e. 1 out of 3 (see Appendix C, table 3, no. 3) is contained by the variable “technology” where a computer training course is desirable to enable the AA (Leases) employees to maintain a computerized pending system for the renewal of leases and agreements. However, business communications and computer training courses alone will not solve the performance discrepancies. There is a need to consider also non-training solutions.

Pie Chart 5.3 Non-Training Solutions



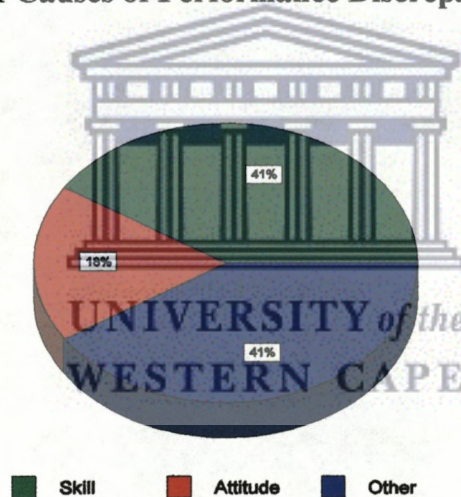
In the AA (Leases) job family, a whole 100%, i.e. 2 out of 2, is allocated to the variable “other” where a need for prescribed forms used as guidelines for writing letters, memoranda and reports, are critical to bring about performance improvement in KPAs 1 and 8. This means that apart from the need to attend an external business communications course, there is also a need on the part of the employees to use internal standardized forms as a means of developing and polishing report writing skills. The two solutions, i.e. an external business communications course and the use of internal standardized report writing forms, are seen as complementary in this regard. Finally, guidance from the PAA and SAA is important for the AA (Leases) employees to improve on report writing.

Prioritisation of Training Needs

In this job family, a business communications course and a computer training course were identified. The attendance of a business communications course is seen as essential to improve performance in KPAs 1 and 8. Lastly, computer training is critical to enable the AA (Leases) job family employees to maintain a computerised pending system for the renewal of leases and agreements.

Administrative Assistant (Filing) Job Family

Pie Chart 6.1 Causes of Performance Discrepancy



In this job family, KPAs 2,3,4 and 7 (see **Appendix 8**) produced an above average score of 4 (see **Appendix A, table 1, no. 1**). However, performance discrepancies occur because of a lack of adequate computer skills; inadequate efforts to ensure that the files are returned by the Committee Secretariat to the Registry/Messengers' Division on time; inconsistency in thickness of files and untidiness in the filing room; and a lack of an appropriate filing system.

The required performance standards as well as the identified performance discrepancies (see **Appendix 8**) for KPAs 1, 2, 3, 4 and 7 are the following:-

- (i) the entering of correspondence for pending should be done on a rotational basis on the computer in KPA 2. This is not done on a rotational basis as the members of this job family normally argue about who should do the entering of correspondence “for pending”. This kind of a lack of cooperativeness leads to non-performance of the job. Additionally, a lack of computer skills makes it difficult for the members of the job family to enter correspondence “for pending” on the computer;
- (ii) the retrieving and delivering of files to the Committee Secretariat require that the employees should ensure that these files are returned on time and knowledge of the location of the file borrower is essential in KPA 3 and 6. But, members of this family do not always have adequate knowledge about file borrowers. As a result, files get returned after the prescribed submission date because the employees are unable to trace the file borrowers to ensure that those files are timeously returned to the Division; and
- (iii) the maintenance of files and the filing system should be done on a regular basis and the tags containing file numbers should be affixed to the files in KPAs 4, 5 and 7. In addition, the thickness of the files should not to exceed 3cm. Moreover, the list of transferred files should be maintained on a regular basis. On the contrary, the files are without tags. Sometimes the files are more than 3cm in thickness and not in data order. The wrong items are on the files as well as wrong file numbers and this makes the maintenance of the filing system problematic. Furthermore, there are no sufficient file covers and files are not always in alphabetical order or numerical order. Compounding the ineffective maintenance of files is a lack of teamwork among the members of this job family. They do not work as a collective.

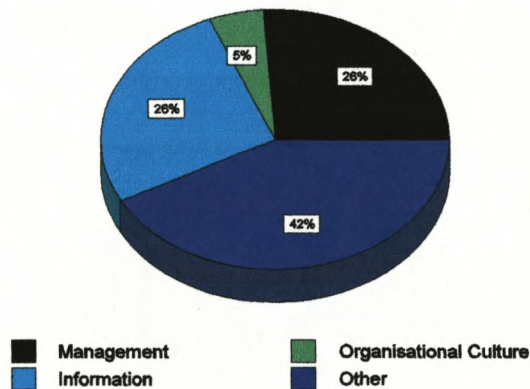
Thus, “skill” deficiency variable is given a 41% weight, i.e. 7 out of 17, (see Appendix B, table 2, no. 1) while “attitudinal” deficiency (which manifests itself in the lack of collective effort in the maintenance of files) is given 18%, i.e. 3 out of 17. The variable “other” under the causes of performance discrepancy, gives a 7 out of 17, i.e. 41% (see Appendix B, table 2, no. 1) which explains a lack of effective communication between the file borrowers and the AA (Filing) job family which sometimes also results in the misplacement of files therein. Having considered the causes of performance discrepancies in this job family, it is now appropriate to look at training solutions that may solve these problems.

Pie Chart 6.2 Training Solutions



An 80% weight, i.e. 4 out of 5 (see Appendix C, table 3, no. 1) is allocated to the variable “technology” where computer training and archives training courses are needed for performance improvement in KPA 2. Finally, a 20% weight, i.e. 1 out of 5 is allocated to the variable “communication” as a training solution to the performance discrepancies in KPA 6. However, the two training solutions are not adequate to bring about real performance improvement. There is a need to also consider non-training solutions.

Pie Chart 6.3 Non-Training Solutions



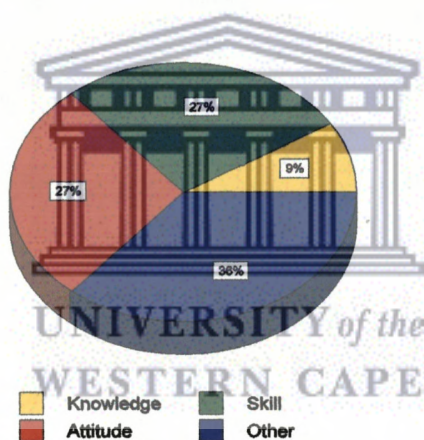
A 42% weight, i.e. 8 out of 19, (see Appendix D, table 4, no. 1) is allocated to the variable “other” in this case meaning a need for (i) self-motivation on the part of employees to do away with “apathy” that exists therein, (ii) team building exercise within the job family to inculcate a cooperative value system among the workers as there is a manifestation of individualism whenever files have to be maintained, and (iii) communication with the Committee Secretariat section to ensure that they return the files on time. In addition, equal percentages of 26%, i.e. 5 and 5 out of 19, are individually allocated to “information” and “management” explanatory variables in KPAs 4 and 5. The variable “information” means that mentorship programmes should be spearheaded by management to effect performance improvement in KPAs 4 and 5. The “management” variable explains the need for management to communicate with the Filing personnel with the specific of devising an effective strategy regarding the lending of files to other people. Lastly, a weight of 5%, i.e. 1 out of 19, is allocated to the explanatory variable “organizational culture” which once again, reinforces the need for a cooperative spirit among the members if the files are to be effectively maintained. That is, the “culture of individualism” should be replaced by a culture of “working together”.

Prioritisation of Training Needs

The participants identified two training solutions. Firstly, the computer training and archives training courses to bring about performance improvement in KPA 2. And, secondly, the communications course which is necessary for equipping the members of this job family with the skills to address performance discrepancies in KPA 6.

AA (Incoming Correspondence) Job Family

Pie Chart 7.1 Causes of Performance Discrepancy

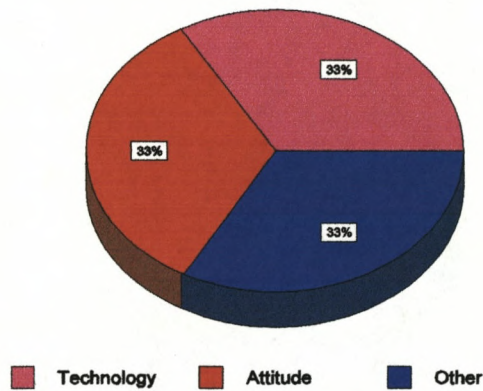


KPAs 1,2 and 8 (see Appendix 6) give an average score of 3:3 (see Appendix A table 1, number 5). However, a performance discrepancy represented by the variable “other” exists which is referred to as a deficiency of practice. This means that the employees do not perform the stated functions at all. Then KPA 3 (see Appendix 6) gives an average score of 4 which, however, explains “skill” deficiency being caused by the lack of overall computer skills. The required performance standard (see Appendix 6) is that the employees should be able to follow

the prescribed Department of Information Systems Programme while entering and tracking letters on the computer on a daily basis. On the contrary, the employees do not have the knowledge of the computer at all. This leads to their inability to execute KPA 3 in the most effective manner.

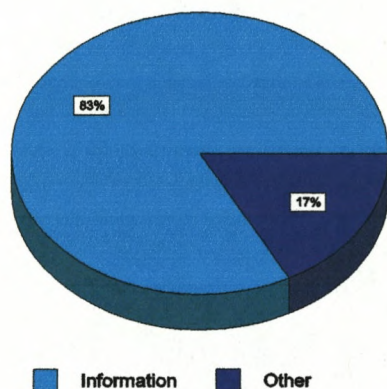
Furthermore, KPA 4 (see Appendix 6) gives an above average score of 4 where an “attitudinal” deficiency occurs because the AA (Incoming Correspondence) employees do not adhere strictly to work timetables. Thus, a tendency to entertain unnecessary interruptions which lead to the inability to finish the job on time. KPA 6 (see Appendix 6) indicates a below average score of 2.5 which means that “knowledge” and “attitude” deficiencies are being caused by a lack of knowledge of indexes. The required performance standard is that a person should demonstrate adequate knowledge of indexes of particular Standing Committees in the Cape Town City Council to be able to effectively do research work for those Committees. Lastly, KPA 5 (see Appendix 6) gives an average score of 3. However, a combination of “skill”, “attitude” and “other” deficiencies exist due to a lack of efficient work management skills. The required performance standard is the ability to peruse indexes to see if a file was allocated a file number or not. On the contrary, the employees do not cross-reference to ensure that there is consistency in the filing system and they do not continuously allocate file numbers to new files, hence the performance discrepancy thereof. The pie chart gives a 36% weight, i.e. 4 out of 11, for the variable “other” compared to 27% weight, i.e. 3 and 3 out of 11, of both “attitude” and “skill” for causes of performance discrepancies. “Knowledge” is given a weight of 9%, i.e. 1 out of 11, meaning that it is not seen as a major cause of performance discrepancies. Having identified the causes of performance discrepancies in this job family, it is now appropriate to identify training solutions.

Pie Chart 7.2 Training Solutions



In this job family, a weight of 33%, i.e. 1,1, and 1 out of 3, is allocated to all 3 training solutions which include “technology”, i.e. a computer training, “an attitude”, i.e. attitudinal change training course and “other”, i.e. a need for a customer care course. In this case, the training solutions are seen as equally important to address performance discrepancies in KPAs 3, 6 and 7. Firstly, computer training will enable the employees to be able to enter and track letters on computer according to the Department of Information Systems Programme. Secondly, an attitudinal training course will address the lack of enthusiasm on the part of the employees to carry out KPA 4 (see Appendix 6). And, thirdly, a customer care course will empower the individuals to effectively deal with their customers. At the moment, the employees exhibit aggressive and unassertive attitude towards customers and that makes it difficult for them to initiate and maintain good customer relations. However, because the training solutions will not be adequate in dealing with the identified performance discrepancies, there is also a need for non-training solutions.

Pie Chart 7.3 Non-Training Solutions



A weight of 83%, i.e. 5 out of 6 (see Appendix D, table 4, no. 1) is allocated to the variable “information”, which can be used as a non-training solution to the problem of deficiency of practice in KPAs 1,2 and 8 (see Appendix 6). This means that the employees should be given the opportunity to practice KPAs 1, 2 and 8. In addition, the variable “information” explains the need for guidance from another AA (Incoming Correspondence) and coaching by the supervisor in KPAs 1,2 and 3. It was found that a lack of cooperation and transfer of skills between the AA (Incoming Correspondence) members as well as a lack of coaching by the supervisor, were largely a cause of ineffective performance in KPAs 1,2 and 8. The required performance standard for KPA 1 is that the person should be able to differentiate and verify localities of mail. This was not found to be the case in a majority of cases. Often, the employees do not have sufficient knowledge of localities of mail as a result of the unwillingness on the part of their colleagues to assist them. In KPA 2, the employees do not have adequate knowledge of filing indexes and, lastly, in KPA 8, the employees do not always properly record the registered mail into the register mail and ensure that the Principal Messenger signs it.

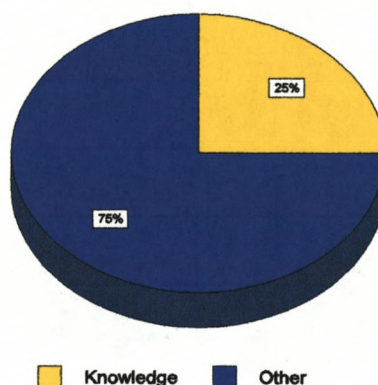
Lastly, a 17% weight, i.e. 1 out of 6, is given to the variable “other” referring to the need for cooperation between the AA (Incoming Correspondence) job family and the supervisor. At the moment, there is no effective communication between the supervisor and the members of this job family.

Prioritisation of Training Needs

The performance evaluation committee identified the following training solutions in this job family, viz: (i) a computer training course; (ii) an attitudinal training course; and (iii) a customer care course.

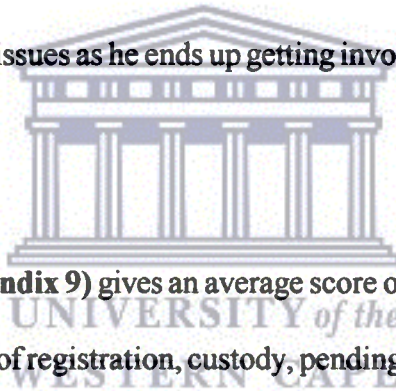
Principal Administrative Assistant

Pie chart 8.3 Causes of Performance Discrepancy



The PAA’s performance rating on KPA 1.2 (see Appendix 9) gives a score of 4 (see Appendix

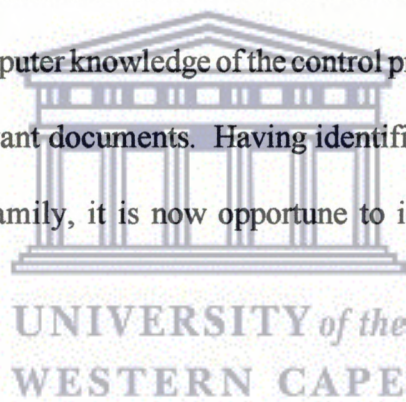
A, table 1, no. 11) which is above average. However, a performance discrepancy is subsumed in this score which manifests itself in the lack of effective behavioural interaction between the PAA and the SAA. As a result, this inadequate behavioural interaction leads to poor overall supervision of the Division. The required performance standard is that the PAA should be able to pro-actively interact with the SAA and discuss with him about the problems encountered by the employees in general (see Appendix 9). On the contrary, the PAA does not meet with the SAA as often as required. As a result the SAA is often uninformed about what is happening in the Division. In addition, the employees upstage the authority of the SAA by consulting with the PAA directly regarding their concerns. Consequently, the PAA feels “crowded” and “overburdened” because his span of control is “excessively big”. This makes it difficult for the PAA to focus on overall strategic issues as he ends up getting involved in “mundane” operational issues of the employees.



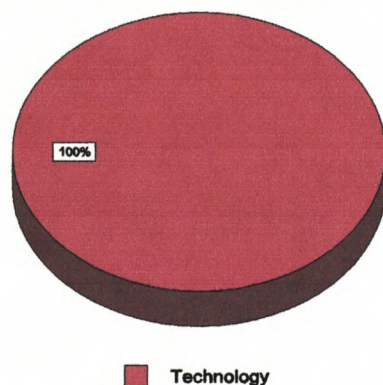
Furthermore, KPA 1.4 (see Appendix 9) gives an average score of 3. This indicates insufficient knowledge of the control process of registration, custody, pending and dispatching of title deeds, leases, agreements, and contracts which lead to a performance discrepancy. The required performance standard is that the PAA should be able to demonstrate basic computer knowledge to be able to effectively process title deeds and other documents. On the contrary, it was found that the PAA lacks basic computer skills to be able to execute the control process of registration, custody, pending, and dispatching of title deeds, leases, agreements, and contracts. function in an effective manner.

Finally, an above-average score of 4 was allocated to KPA 3.8 (see Appendix 9). However, a performance discrepancy exists because of the inability of the PAA to deal with too many people

who report to him. This ineffective communication is caused by a structural deficiency which manifests itself in unclear reporting lines between the SAA, PAA and the subordinates. As a result, the deficient communication structure leads to frustration and conflict as well as inharmonious relationship between the PAA and SAA. The acceptable performance standard for KPA 3.8 is that the PAA should hold frequent discussions with the SAA regarding matters which affect the employees (see Appendix 9). The pie chart gives a clear indication of weights allocated to two causes of performance discrepancies which are “other” and “knowledge”. A weight of 75% which is 2 out of 3 (see Appendix B, table 2, number 11) is allocated to the variable “other” which is brought up by a lack of effective communication between the PAA and SAA. Lastly, a weight of 25% which is 1 out of 3 is allocated to “knowledge” which explains that the PAA lacks sufficient computer knowledge of the control process of registration, custody, pending and dispatching of relevant documents. Having identified the causes of performance discrepancies in the PAA job family, it is now opportune to identify the solutions thereof, starting with training solutions.



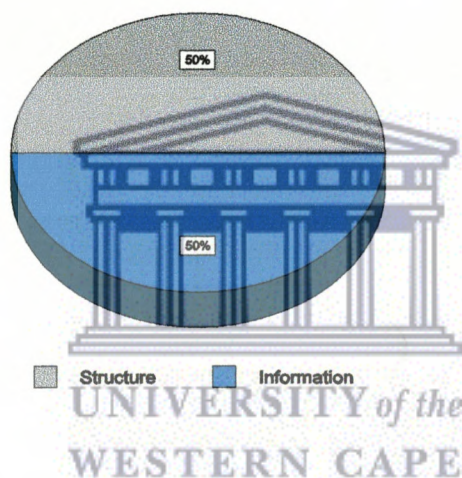
Pie Chart 8.4 Training Solutions



It was mentioned in the preceding discussion that the PAA lacks the necessary computer

knowledge to be able to effectively control processes of registration, custody, pending and dispatching of title deeds, etc. Therefore, computer training is necessary in this regard. The pie chart gives a weight of 100%, i.e. 1 out of 1 meaning that to improve performance in KPA 1.4, the PAA needs to undergo on the job computer training course. However, computer training alone will not be able to solve the identified performance discrepancies. Hence the need to identify relevant non-training solutions.

Pie Chart 8.5 Non-Training Solutions



The two non-training solutions of equal weight for solving performance deficiencies in KPAs 1.2 and 3.8 are given as “information” and “structure” respectively. The 50:50 percent, i.e. 1 and 1 out 2, allocated to two non-training solutions means that both solutions, i.e. “information” and “structure” are of equal importance in solving the communication deficiency between the PAA and the SAA. In essence, it should be noted that it is equally important for the PAA to hold frequent meetings with the SAA and other supervisors. The specific aim of such meetings should be to provide them with the information that the SAA and other supervisors need if they are to effectively supervise the subordinates. Lastly, a structure of communication which is flexible, open, direct and effective should be created and maintained to engender a positive and

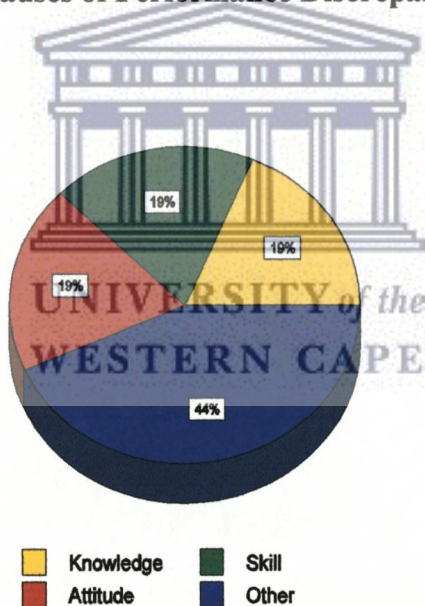
healthy interactive relationship between the PAA, the SAA and other supervisors.

Prioritisation Training Needs

It should be noted that only one training solution was identified, namely, computer training. This will enable the PAA to control processes of registration, pending dispatching and custody of title deeds, etc.

Senior Messenger (Courier) Job Family

Pie Chart 9.1 Causes of Performance Discrepancy



In this job family, KPAs 1, 3 and 6 (see Appendix 10) give an average score of 3.8 (see Appendix A, table 1, No. 9). However, a combination of “attitudinal”, “skill” and “other” deficiencies are regarded as causes of performance discrepancies that arise because of the lack of adequate knowledge of how to collect and sort correspondence, lack of supervisory skills, and

the use of abusive language. The required performance standards are the following:-

- (i) for KPA1, the supervision of the collection of post on a daily basis from 7h15 until 8h00, and the knowledge of the Municipality's bag numbers when collecting them at the post office;
- (ii) for KPA 2, the person should sort the correspondence as per location, pack the mail in the bags per department's name and delivering to relevant places from 9h00 - 12h30. In addition, the external mail should be sorted as per the name of the addressee; and
- (iii) for KPA3, a person should be able to sort the mail according to the residential addresses and business addresses.

On the contrary, some employees in this job family do not always sort the mail according to residential and business addresses and departmental names. This is indicated by the "mixing up" of different mail resulting in the loss of some letters. Again, poor coordination of the mail service is indicative of a lack of a systematic approach to the sorting and collection of post. Compounding the ineffective performance in KPA 1, is the use of abusive language by some employees in their interaction with other employees.

In addition, KPAs 2 and 3 (see **Appendix 10**) give an above average score of 3.6. However, a performance discrepancy under the variable "other" occurs because one of the Senior Messenger (Courier) employees is a recruit and thus he is still unfamiliar with the responsibilities. Moreover, KPA 5 (see **Appendix 10**) gives an above average score of 3.7. Still, a performance discrepancy under the variable "other" exists because the employees do not always check on the stationery on the ground floor in the podium. The required performance standard for KPA 5 is that the employee should be able to regularly check on the stationery in the podium. KPA 6 (see

Appendix 10) gives “knowledge” and “attitude” as causes of performance discrepancies where it is said that the supervisor does not maintain the vehicle according to the K53 Regulation. That is, he does not always do the routine check on the vehicle every morning. Thus, a weight of 44%, i.e. 7 out of 16 (see **Appendix 9, table 1, no. 9**) is allocated to the variable “other” which explains discrepancies because of a lack of supervisory guidance to improve performance in KPA 1. Lastly, equal weights of 19%, i.e. 3, 3, and 3 out of 16 are allocated to the variables “knowledge”, “skill” and “attitude” respectively, where the 3 deficiencies explain the causes of inadequate performance in KPAs 1,3,5 and 6. Discussing training solutions is now appropriate.

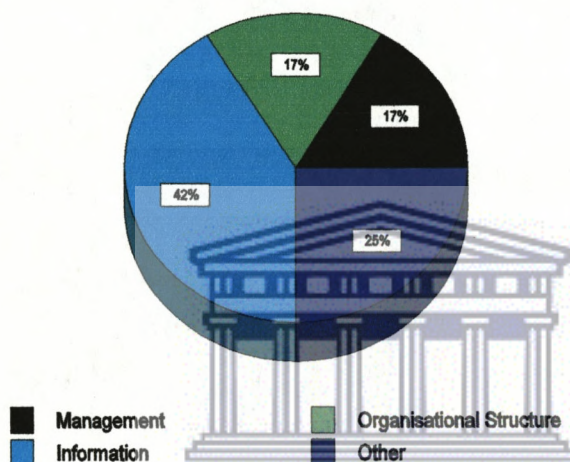
Pie Chart: 9.2 Training Solutions



A 50% weight, i.e. 5 out of 10 is allocated to the variable “other” which explains the need for an active supervision training course and a K53 driver training course to improve performance in KPAs 1 and 6. In addition, a 40% weight, i.e. 4 out of 10 is allocated to “information” in KPAs 2,3 and 5 where on the job training, for the recruit by the supervisor is seen as essential for improving performance therein. Lastly, a 10% weight, i.e. 1 out of 10 is allocated to the variable

“communication” where a communications training course is necessary to give the employees some skills on how not to communicate in an abusive manner in the workplace. However, as it was pointed out in Chapter II, training is not a panacea for all ills. Therefore, the discussion of non-training solutions here below.

Pie Chart 9.3 Non-Training Solutions

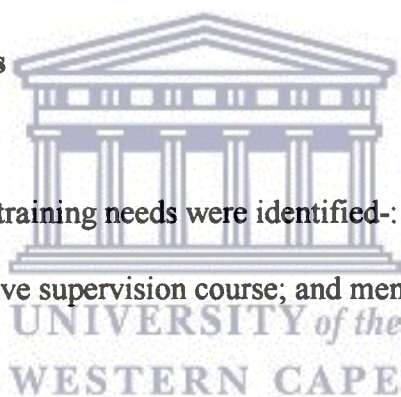


A 42% weight, i.e. 5 out of 12, is allocated to the variable “information” in KPA 5 where coaching of the recruit by the Principal Messenger is necessary. This is essentially skills training on the job. In addition, equal weights of 17%, i.e. 2 and 2 out of 12, are allocated to variables “management” and “organisational culture”. “Organisational culture” highlights the need for the creation of an open environment that will facilitate cooperation between the management and employees in this job family.

Moreover, "management" is regarded as a crucial solution because the PAA should adequately interact with the Senior Messengers (Courier) employees to discuss job related performance issues thus enabling them to proactively take corrective action if necessary. Lastly, a 25% weight, i.e. 3 out of 12, is allocated to the explanatory variable "other" which means that there should be regular communication between the Principal Messenger and the employees of this job family regarding the maintenance of vehicles in KPA 6. This means that the K53 driver training course is not enough. Thus, the non-training solution, i.e. the communication between the Principal Messenger and the employees should complement the K53 driver training course as a means to address the poor maintenance of vehicles problem.

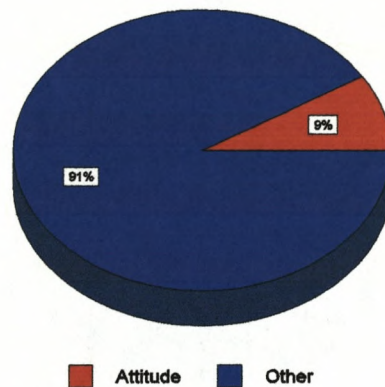
Prioritisation of Training Needs

In this job family, the following training needs were identified:- a K53 driver training course; a communications course; an active supervision course; and mentorship training.



Messengers Job Family

Pie Chart 10.1 Causes of Performance Discrepancy

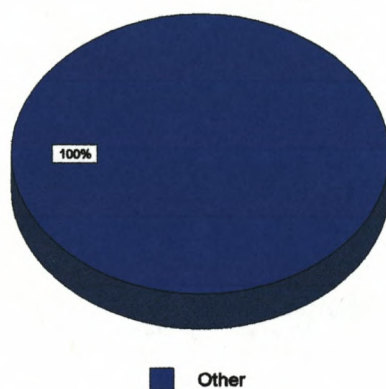


A 3.3 score (see Appendix A, table 1, No. 7) is allocated to KPA 1 (see Appendix 11) where a performance discrepancy mainly occurs because of a deficiency of practice. It was found that the collection, sorting and delivery of internal correspondence to and from other departments is not practised. In addition, the collection, sorting and delivery of internal correspondence and external correspondence are not always done six times a day as required. Some employees sometimes do it four times a day. This leads to a backlog in the performance of KPA 1 (see Appendix 11). KPA 2 (see Appendix 11) also gives an above average score or 3.3. However, a deficiency of practice, a lack of adequate reading and writing skills by some employees, explain performance discrepancies. The required performance standards are that the performance of KPA 2 should be done 6 times a day and adequate reading and writing skills should be displayed. It should be noted, however, that only one Messenger out of 10 Messengers, was found not to be displaying adequate writing and reading skills. Others did not practice the function and hence the existence of deficiency of practice.

The deficiency of practice and a lack of adequate writing and reading skills were also identified as causes of performance discrepancies in KPA 3 and KPA 8 (see Appendix 11) respectively. Finally, KPA 8 (see Appendix 11) gives an above average score of 4. However, a lack of cooperation between the Messengers and the Senior Messengers (Couriers) and disappearance during working hours are identified as causes of performance discrepancies. Thus, a 91% weight, i.e. 50 out of 55 is allocated to the variable "other" which, as explained above, relates to deficiency of practice. A lesser weight of 9%, i.e. 5 out of 55, is allocated to the variable "attitude" where a lack of cooperation between the Messengers and Couriers is seen as an attitudinal problem. It was established that the Messengers always argue with the Couriers over who should go and collect the mail at the Post Office. This kind of interaction results in conflict, thus making it difficult for a cooperative working relationship to be created and maintained. It is now appropriate to identify training solutions.



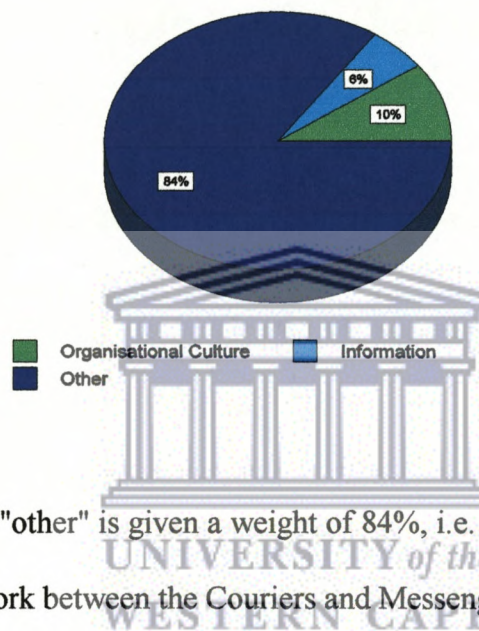
Pie Chart 10.2 Training Solutions



A 100% weight, i.e. 5 out of 5, is allocated to the variable "other" which identifies a certificate in a municipal administrative practice course, an attitudinal training course, a communications

course, a sign writing course, a customer care course, and an assertiveness course, as training solutions to performance discrepancies in KPAs 1,2,3 and 8. However, training cannot solve all these performance discrepancies. There is also a need for non-training solutions.

Pie Chart 10.3 Non-Training Solutions



The explanatory variable "other" is given a weight of 84%, i.e. 41 out of 49 where it helps to explain a need for teamwork between the Couriers and Messengers, and exposure to different functions which some Messengers have not yet performed. In addition, "information" refers to a concept of mentorship which should be developed for some Messengers so that they can master the performance of certain KPAs particularly the ones they are not practising at this juncture. Thus, a 3 out 49 giving a 6% weight is allocated to this variable. Lastly, "organisational culture" is given as the third explanatory variable and holds a weight of 10%, i.e. 5 out of 49. This means that there should be regular, sufficient and effective interactions between the Messengers, Couriers and PAA in a way that engenders a harmonious relationship for purposes of enabling the Messengers to contribute optimally to the attainment of the overall objectives in the Division.

Prioritisation of Training Needs

A list of prioritised training solutions to causes of performance discrepancies in the Messengers' job family is the following-: a certificate in a municipal administrative course; attitudinal training courses; communications courses; sign writing and reading skills courses; assertiveness courses; and customer care courses.

Having presented the results of the negotiated model of TNA according to job family, closing the discussion of the results by providing an overall evaluation of the results is important. This is done under the following sub-headings: performance rating; causes of performance discrepancies; training solutions; and non-training solutions.

The overall results in all job families



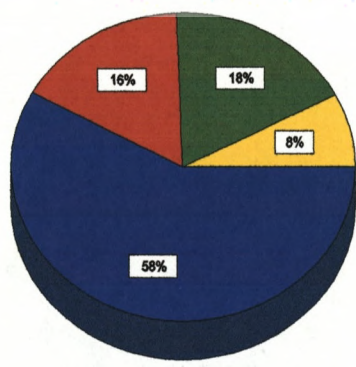
Performance Rating

The PAA job family can be seen as the best performer because the rating is above average, i.e. 4.2 (see Appendix A table 1, No. 11). The AA (Leases) is the second best job family with also an above average performance score, i.e. 4.2. The PAA's best performance can be attributed to the fact that most of the individual scores for the various KPAs are above average, followed by a couple of outstanding scores in some KPAs.

The Messengers' job family can be seen as the worst performer in all job families thus attaining an average score. It should be noted that the average score can be attributed to the following factors: deficiency of practice which occurs because most of the Messengers do not apply their skills, for example, in KPAs 1,2, 3 and 8 (see Appendix 11); and a lack of cooperation between the Messengers and the Couriers especially in KPA 8. However, the AA (Archives), the AA (Dispatching) and the SAA show an above average performance while the AA (Filing), the AA (Incoming Correspondence) the PM, the SM (Courier) and the SM (Supervisor) show an overall score between average and above average. In conclusion, it can be said that the PAA and AA (Leases) with both an above average score of 4.2 can be regarded as best performers because their actual ratings deviate from the average of all other job families. Having discussed the overall performance rating in all the job families, the following causes of performance discrepancies were identified.



Pie Chart 11.2 Causes of Performance Discrepancy



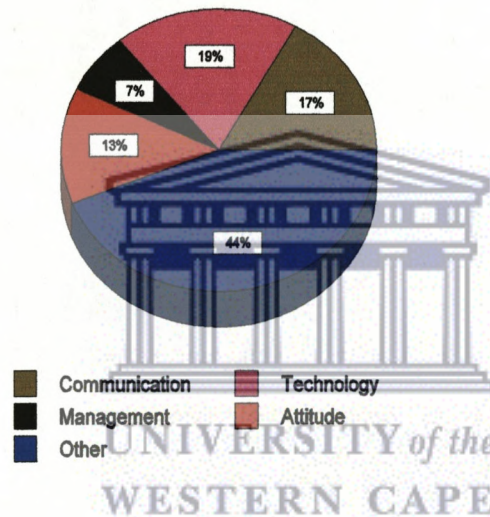
Knowledge
 Skill
 Attitude
 Other

The pie chart gives a 58% weight, i.e. 77 out of 132, to the explanatory variable "other" as compared to a 16% weight, i.e. 21 out of 132 for "attitudinal" deficiency, an 8% weight, i.e. 10 out of 132 for "knowledge" deficiency, and 18%, i.e., 24 out of 132 for "skill" deficiency, as overall causes of performance discrepancies in all the 11 job families. In view of these causes of performance discrepancies, it is clear that the major cause of performance discrepancies is explained by the variable "other" which refers to issues like deficiency of practice; a lack of teamwork between the Couriers, Messengers, and the AA (Filing) job families; lack of support from top management in the PM job family; poor time management; inadequate self motivation; and deficiency of execution; i.e. job not being done as frequently as it should be.

The second major cause of performance discrepancies is "skill" deficiency which accounts for 18% of overall causes of performance discrepancies. In this case, "skill" deficiency refers to things like ineffective delegation skills, inadequate coordination skills, poor computer skills, ineffective communication skills and poor supervisory skills. Usually, there is a lack of the ability to effectively apply the requisite skills. The third major cause of a performance discrepancy is an "attitudinal" deficiency. This manifests itself in aggressive behaviour, little or no interaction between the subordinates and supervisors, and a spirit of non-cooperation between workers. It was found that in the SAA, the AA (Filing), the SM (Courier) and the Messengers job families, "attitudinal" problems were some of the causes of performance discrepancies. In fact, there seems to be an "attitudinal" problem in most of the job families which leads to ineffective job performance. The fourth cause of a performance discrepancy is the "knowledge" deficiency. This shows itself as a lack of knowledge of the control process of registration, custody, pending and dispatching of title deeds in the PAA job family, and the lack of knowledge of the application of the computer in the AA (Filing), the PAA and the AA

(Archives) job families. In sum, the pie chart helps to show that the explanatory variable "other", which is explained as a major cause of performance discrepancy, should be given major priority than other causes of performance discrepancies in an attempt to bring about overall performance improvement in the 11 job families. Given these causes of performance discrepancies, the identification of training solutions is now the focus of our discussion.

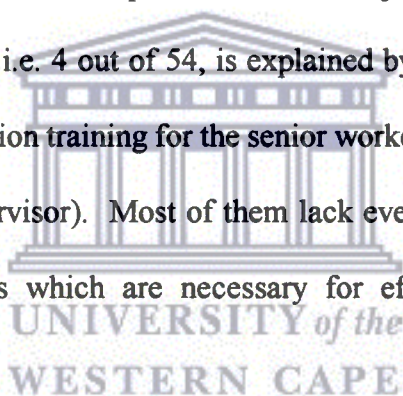
Pie Chart: 11.3 Training Solutions



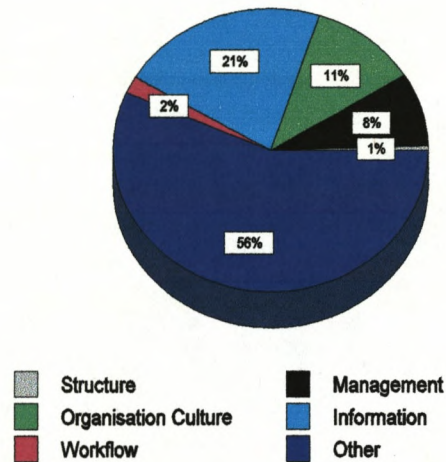
Firstly, a weight of 44%, i.e. 24 out of 54, is allocated to the variable "other". Secondly, a 17% weight, i.e. 9 out of 54, is allocated to the variable "communication". Thirdly, a 13% weight, i.e. 7 out of 54, is allocated to the variable "attitude". Fourthly, a 19% weight, i.e. 10 out of 54 is allocated to the variable "technology". And, fifthly, a 7%, i.e. 4 out of 54, is allocated to "management" as also a training solution to the identified performance discrepancies.

Given the pie chart, a heavy weight of training solutions is clearly carried by the variable "other". This includes solutions like active supervision training, a certificate in a municipal

administrative practice training course, a sign writing course, a customer care course, and a business communications course, to correct unacceptable levels of performance. In addition, "communication", which accounts for 17%, i.e. 9 out of 54 of the total training solutions, is seen as very important in addressing inadequate communication between the Messengers and the SM (Courier), the SAA and the PAA, and within the AA (Filing) group. Moreover, "attitudinal" change training is necessary particularly to address issues of poor work ethic, inability to be committed to one's own work, aggressive behaviour, cultural insensitivity, and selfishness in job families such as the SAA, the Messengers, the AA (Filing) and the PM. Furthermore, computer training has been identified as one of the important solutions to the inadequate or non-existent knowledge of the computer that is prevalent in all the job families. The last training solution which accounts for 7%, i.e. 4 out of 54, is explained by the variable "management" which refers to an active supervision training for the senior workers like the PM, the SAA, the SM (Courier) and the SM (Supervisor). Most of them lack even basic planning, organising, controlling and leadership skills which are necessary for effective performance of the supervisory jobs.



Pie Chart 11.4 Non-Training Solutions



Certain performance deficiencies which training cannot solve were identified as an ineffective communication structure between the SAA and PAA; a lack of accurate, instant, sufficient and regular information flow between the SAA and PAA; a culture of individualism as opposed to a cooperative working spirit especially in the AA (Filing) job family; a lack of effective mentorship programmes for recruits; and poor time management. Thus, a weight of 56%, i.e. 61 out of 108 is allocated to the variable "other" which includes team building sessions, coaching and mentoring of the workers by the supervisors, giving people exposure to the performance of a particular function as a result of a deficiency of practice. In addition, a weight of 2%, i.e. 2 out of 108 is allocated to the variable "workflow" which includes cooperation between the Messengers and the SM (Courier) job families when they collect and deliver mail, a need for an interactive relationship between the SAA and the PAA as the effectiveness of other job duties is contingent on it. Moreover, a weight of 8%, i.e. 9 out of 108 is allocated to the variable "management" which means that the PAA and the SAA must create a supportive environment

in which the workers can effectively do their jobs. For example, the SAA has been experiencing difficulties in managing the AAs and the PM precisely because of inadequate support from the PAA. Therefore, effective managerial support systems should be developed for the purpose. Furthermore, "organisational culture" is given a weight of 11%, i.e. 12 out of 108. This solution is seen as critical in the transformation of the beliefs, values, ethics, rituals, practices, styles and philosophies of the job families in the performance of functions such as the archives function.

The other solution is "information" which is given a weight of 21%, i.e. 23 out of 108. "Information" refers to coaching, mentorship, guidance of the new and inexperienced employees with the specific aim of bringing their levels for performance to acceptable levels. Here, for example, it was found that most of the Messengers do not have sufficient information about their job hence had poor overall performance rating therein. Lastly, the variable "structure" is given a weight of 1%, i.e. 1 out 108. The ineffective communication between the SAA and PAA was largely caused by a lack of an effective communication structure. As a result, it was suggested that the relationship between the SAA and the PAA should be harmonious, regular, sufficient and provide the free flow of information between the various job families so that the overall job results can be effectively achieved.

CHAPTER IV

SUMMARY, RECOMMENDATIONS AND CONCLUSION

This study is on the utility of the application of a negotiated model of training needs analysis in the Registry/Messengers' Division of the Cape Town City Council. The objectives of the study were fourfold. The first was the provision of the background to the Registry/Messengers' Division. The second was the presentation of a conceptual framework of the study by examining the existing literature on the contending models of training needs analysis (i.e. the traditional and negotiated models of training needs analyses) in public organisations. The third objective was to adopt and apply the negotiated model of training needs analysis in the Registry/Messengers' Division. The fourth objective was to recommend that the negotiated model of training needs analysis be institutionalised in the Cape Town City Council in general and the Registry/Messengers' Division in particular. Therefore, the present chapter provides a summary of the study, and suggest certain recommendations on the effective application of the negotiated model of training needs analysis in the Cape Town City Council in general and the Registry/Messengers' Division in particular.

Summary

In the Registry/Messengers' Division of the Cape Town City Council, there is a lack of the application of the negotiated model of training needs analysis. Its approach to training needs analysis derives from the traditional model of training needs analysis being applied by the Training and Development Section in the entire organization.

It has been argued that the traditional model of training needs analysis has not eventuated a scientific and participatory method of determining the training needs of the employees in the Division. With the restructuring of the Cape Town City Council, one of the organizational policy methodologies that needed to be changed was the way in which the organisation has traditionally done its training needs analysis. As a result, the replacement of the traditional model of training needs analysis with the negotiated model of training needs analysis was advanced by the employees in the Division. It was then hypothesised that the adoption of a negotiated model of training needs analysis by the Division, would result in the appropriate and collective determination of performance discrepancies that could be corrected through training and/or non-training means. The negotiated model of training needs analysis is predicated on the formation of performance evaluation committees within each job family. These performance evaluation committees consist of the line managers, the peers, the assesseses and the trainers. The primary responsibility of the performance evaluation committees was to assess individual performance with a view to identifying performance discrepancies that can be addressed by training and/or non-training means. Thus, they focus on issues of performance rating, causes of performance discrepancy, training solutions and/or non-training solutions within job families.

Regarding the major findings of the study, it can be said that the PAA job family is the best performer with the rating of 4.2 which is above average. The second best job family is the AA (Leases) also with a score of 4.2. The Messengers job family, as compared to all the other job families, is the worst performer thus a below average score. This below average score can be attributed to the deficiency of practice which occurs because most of the Messengers do not apply their skills in key performance areas 1,2,3 and 8, and a lack of effective cooperation between the Messengers and Couriers in key performance area 8. In the utilisation of a performance rating scale, i.e. BARS, the performance evaluation committees were able to agree upon ratings of performance that ultimately indicated which job families were the best and worst performers. It is clear that the overall causes of performance discrepancies are explained firstly, by the variable “other”, which refers to issues like deficiency of practice, lack of support from top management in the Principal Messengers job family, poor time management and inadequate self-motivation. This means that most of the causes of performance discrepancies are not related to “skill”, “attitude” and “knowledge” deficiencies. Secondly, a major cause of performance discrepancies is “skill” deficiency. “Skill” deficiency refers to things like poor delegation and coordination skills, poor computer skills, poor communication skills, and inadequate supervision skills especially in the Senior Administrative Assistant, Principal Messenger, and Principal Administrative Assistant job families. Thirdly, “knowledge” deficiency is shown in the form of a lack of knowledge of the control process of title deeds in the Principal Administrative Assistant job family and a lack of knowledge of the application of the computer in the Principal Administrative Assistant and Administrative Assistant (Filing) job families. And, fourthly, a major cause of a performance discrepancy is an “attitudinal” deficiency. This manifests itself in aggressive behaviour, little or no interaction between subordinates and management, and an exhibition of anger particularly in the Senior Administrative Assistant and Administrative

Assistant (Filing) job families. The implications of the causes of performance discrepancies for a negotiated model of training needs analysis are that (i) the participants should collectively decide what is and what is not a cause of performance discrepancy, (ii) some participants may be able to identify performance discrepancies which would not have otherwise been identified if the line manager had been the only one identifying the causes of performance discrepancies, and (iii) the causes of performance discrepancies are many.

With respect to training solutions, a larger portion is clearly given to “other” as a training solution to the performance discrepancies. It includes training solutions like an active supervision course, a certificate in a municipal administrative practice course, a customer care course, a business communication course in job families such as Messengers, Principal Messenger, Administrative Assistants, and Senior Administrative Assistant. In addition, a communication training course is regarded as very important in addressing inadequate communication between the subordinates and management, for example, in the Senior Administrative Assistant and Principal Administrative Assistant job families. Attitudinal change training course is necessary particularly to address issues of poor work ethic, inability to be committed to one’s work, insensitivity and individualism especially in the Senior Administrative Assistant, Messengers and Principal Messenger job families. Computer training is needed for addressing the current information technology illiteracy problem in job families such as Principal Administrative Assistant, Senior Administrative Assistant and Principal Messenger. “Management” has also been identified as another training solution especially to address poor supervision skills like lack of adequate planning, coordination, leadership and organizing skills. And, an active supervision course is recommended especially for the Administrative Assistant, Principal Messenger, Senior Messenger (Courier), and Senior Messenger (Supervisor) job

families. The implications of these training solutions for a negotiated model of the training needs analysis are that (i) the employees would now be able to attend relevant and appropriate training courses that would engender improved individual performance and enhanced organisational effectiveness, and (ii) there would be ownership of training efforts as the participants have collectively determined the training needs. However, training solutions alone will not be a panacea for all the identified performance discrepancies.

Regarding the non-training solutions, the variable “other” is clearly a major non-training solution to the identified performance discrepancies in all the job families. It includes issues of team-building sessions, coaching and mentoring of subordinates by management especially in the Messengers and Administrative Assistant (Filing) job families. The second important non-training solutions are allocated to the variables “structure” and “organizational culture”. The variable “structure” refers inter alia, to the need to improve communication between the Principal Administrative Assistant and the Senior Administrative Assistant. The variable “organizational culture” refers to the transformation of the current beliefs, values and styles which impede effective job performance. The third non-training solution is allocated to the variable “management” which means that the Principal Administrative Assistant and the Senior Administrative Assistant must create a supportive environment in which the workers can effectively do their work. Lastly, the variable “workflow” is seen as important, for example, in ensuring cooperation between the Messengers and Senior Messengers when they collect and deliver the mail. These solutions meant that not all performance discrepancies can be addressed through training. This is the essence of the negotiated model of training needs analysis.

Recommendations

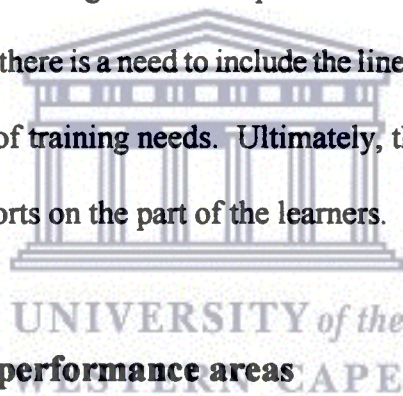
There is a need to institutionalise the negotiated model of training needs analysis model in the Cape Town City Council in general and the Registry/Messengers' Division in particular. However, in order for this effort to succeed, some factors should be considered. They include: -

I. Educating the employees about the new approach to training needs analysis

The need to inform and conscientize the workforce about the negotiated model of training needs analysis cannot be overemphasized. This stems from the fact that the organisational members in the Cape Town City Council are still used to the “menu-driven” and “line management-driven” kinds of training needs analyses. This way of determining the training needs has been non-participatory and unscientific. The workers should be informed that if they buy into the new approach to training needs analysis, they can attend relevant and appropriate courses that add value to their job functions. For educating the workforce about this new approach, a Training Needs Analysis Education Committee should be formed to carry out that responsibility. In this way, there will be increased commitment to the new approach to training needs analysis as workers' fears will be allayed and misconceptions in and around the process dispelled.

However, there may be resistance from line managers as they have been traditionally empowered to “choose and pick” the people for training courses. They might feel that their “choose and pick” power base is being eroded, hence the likely resistance to the introduction of this new

approach. Similarly, the Training and Development Section might feel that its status is being undermined as in the past it was used to circulating a pre-determined list of training courses to the line managers. In addition, it might feel that this new process is going to take time and absorb a tremendous amount of human resources. To reduce the apparent resistance to the introduction of the negotiated model of training needs analysis, the line managers should be asked to attend a briefing session on the negotiated model of training needs analysis. At this session, they will be informed about the benefits associated with the collective determination of training needs in the Council. The current Education, Training and Development Committee System could also be used to train the line managers in how to apply the new approach to training needs analysis. And, the Training and Development Section should be informed by the organizational policy makers that there is a need to include the line managers, the employees and the trainers in the determination of training needs. Ultimately, there will be a commitment to and ownership of the training efforts on the part of the learners.



II. Identification of key performance areas

For the negotiated model of training needs analysis to succeed, one of the requirements is that the members of each job family should identify and agree upon clear key performance areas. This is necessary if effective evaluation of performance is to take place. It should be remembered that the negotiated model of training needs analysis aims at establishing a gap between current performance and expected performance. To do this, there must be clear key performance areas. However, the identification of key performance areas may not always be easy as many people in the Division in particular and Cape Town City Council in general do not have clear job descriptions. It would be difficult even to tease out in as clear and specific a

manner as possible, the functions of each person. It would mean that the Department of Human Resources would have to assist during the processes of identifying key performance areas. Compounding the issue of identification of clear key performance areas is that the people who are in the same department might be belonging to various job families. This may make the identification of key performance areas difficult because this process requires that each person should be a member of a specific job family which has the same key performance areas. To remedy the situation whereby some people belong to various job families and thus are unsure about their key performance areas, it is suggested that a Key Performance Area Working Group should be formed to clarify the key performance areas of the employees.

III. Top management and line management commitment

Since the negotiated approach to training needs analysis is a new philosophy and orientation, it should be supported by the top management as well as by the line managers in the Cape Town City Council. It attempts to link training objectives to the overall mission and vision of the organisation. Thus, validation and endorsement of the process by the various management levels in the organisation is critical. However, the commitment from the management level may not always be obtained precisely because training in the City Council has a history of dealing with “airy fairy”, “touchy feely” and “soft stuff” issues. As a result, training was never accorded a strategic status in the organisation. According to some top managers in the Council and even in the Division, there has always been a misalignment between the provision of training and organisational objectives. On the contrary, the negotiated model of training needs analysis has the strength of ensuring that there is congruency between the assessment of training needs and organisational objectives. If the process could get a blessing from the policy makers at the top,

it would ensure that the needs that are identified are in line with the strategic objectives. The endorsement of the process by the top executives in the Council will in essence send a convincing message to the organisation that the new approach to training needs analysis is being taken very seriously.

IV. Support from other stakeholders

Here, commitment to and ownership of the negotiated model of training needs analysis by the stakeholders like unions, workers and other worker-management committee structures is important. Since the negotiated model of training needs analysis is approached from a performance analysis perspective (i.e. evaluation of one's performance is done to identify performance discrepancies that may be addressed through training and/or non-training means) the stakeholders might feel that only management is likely to evaluate them, hence no serious commitment to the process. In addition, the people may think that by being involved in this training needs analysis process means that they are being appeased by management. It should be noted that this new approach does not allow the sole determination of training needs by either the Training and Development Section or the line managers. Thus, there is need to form representative and credible Performance Evaluation Committees in the various job families which should consist of the line managers, the assessors, the assessees and the trainers.

V. Conduct an organisation-wide training needs analysis

Traditionally, in the Cape Town City Council, whenever there was a “real training request” from a line manager, the Training and Development Section would on an ad hoc basis, respond by presenting a particular training course. On the contrary, the negotiated model of training needs analysis requires that if there is a perceived training request, the line managers, the peers, the assesseses and the trainers must sit and scientifically determine the justification for a training request. In certain cases, if there are innumerable training requests, these partners may require considerable time and use tremendous amounts of human resources in the determination of training needs. This may eventuate a piecemeal application of the negotiated training needs analysis model in the Council. Therefore, there is need to conduct an organisation-wide training needs analysis based on the negotiated model to avoid the endless meetings between the line managers, the assessors, the assesseses, and the trainers. But the identification of overall training needs in the organisation may mean that more training facilitators will be required to coordinate the process. The Training and Development Section is presently short staffed and most line managers do not have enough knowledge about the new technique. All of this may hamper the effective implementation of the process. To remedy this, there is a dire need to do Train-the-Trainer on how to apply the negotiated model of training needs analysis so that the overall organisation’s training needs can be identified. In that way, many people, including the line managers, will be brought up to speed about the process.

VI. Development of performance standards

The new approach to training needs analysis requires that to be able to establish the gap between current performance and expected performance, clear and measurable performance standards for each key performance area should be developed. One of the benefits associated with the application of a negotiated approach to training needs analysis is that the Performance Standards Setting Groups (consisting of members who have the knowledge of their jobs within the job families), are formed for the purpose. Although the performance standards may not always be developed in clear terms, the job family members may be able to come up with some reasonable performance standards. However, this may not always be the case in the Cape Town City Council because some people do not have the knowledge of how to develop performance standards. Compounding the problem is a certain degree of illiteracy in the Council. The performance standards setting exercise requires some acceptable level of literacy. But since this has never been done in the Council, the people may have trouble in coming up with clear and measurable performance standards. They may develop vague performance standards which, in turn, will not facilitate the process of identifying gaps in an effective manner. To remedy this, a Performance Standards Education Committee should be formed whose primary responsibility will be to educate the employees and other stakeholders about how to develop performance standards.

VII. Collective determination of training needs

Once the key performance areas have been identified and performance standards developed, the individual training needs analysis interview sessions should be held. The main aim is to encourage a culture of determining training needs in a collective and scientific manner. At the sessions, the line managers, the trainers, the assessees and the peers should be present. The assessee here gets an opportunity to evaluate his or her performance. Also, the line manager and peers evaluate the assessee's performance. This is done to identify performance discrepancies that may be solved through training and/or non-training means. Thus, a culture of receiving and giving performance feedback is encouraged in this regard.

However, the trainer whose task is to facilitate the process may not always be available. In the Council, the Training and Development Section is understaffed and may not always have trainers on a standby to oversee the process. In addition, the assessee may overrate himself or herself thus making the training needs analysis results invalid. Moreover, the peers may exaggerate or underrate the assessee if they like or dislike her or him. Furthermore, "dishonest" rating may degenerate into disagreement over one's performance which may result in a deadlock. Again, some people may not be able to effectively complete the performance evaluation form due to, inter alia, illiteracy and the inability to establish gaps between current performance and expected performance of a person. To remedy the situation of "buddy rating", the participants should establish a ground rule such as objective assessment and hold each other to it. Regarding the shortage of trainers, it is suggested that a pool of trainers should be trained in the Council for the purpose of ensuring that the negotiated model of training needs analysis permeates the organisation. If some assessors are illiterate, the facilitators of the training needs analysis

process should ask them to verbalize performance feedback. To strengthen the performance evaluation process, the facilitators should ensure that the people who are on the performance evaluation committees, have the knowledge of the assessee's performance.

VIII. Agreement upon performance rating scale

Closely tied to the development of performance standards is ensuring that the participants agree upon a performance rating scale. This means that an acceptance and application of a particular performance rating scale will facilitate the process of assessing performance. The requirements for the agreement upon the performance scale include being able to determine or identify behaviours that lead to poor performance, average performance and outstanding performance, and the ability to allocate performance ratings which are descriptive of performance behaviours. Hence, certain performance behaviours should be linked to a particular rating, for example, average rating may be congruent to performance that is of an average nature. However, it is known that rating scales may be interpreted differently by the participants particularly in a highly politicised, unionized and racially divided organisation like the City Council. Thus, this option might render the application of a negotiated model of training needs analysis ineffective. Compounding the problem is the abysmal lack of a performance appraisal system. The people in the City Council are not used to being appraised and as such the model, with its emphasis on rating one's performance, may not enjoy wide popularity. However, there is a need for an agreement on an organization-wide performance rating scale which will facilitate the effective implementation of this kind of training needs analysis. To do this, a Performance Rating Scale Task Team should be formed with the brief of facilitating a process of the identification and endorsement of a performance rating scale in the organization.

Conclusion

The continued application of the traditional model of training needs analysis in the Registry/Messengers' Division in particular and the Cape Town City Council in general is at variance with the notion of participative management. It has historically not inculcated a spirit of collaboration among the stakeholders in the training arena. In fact, it has often sowed seeds of the ineffectiveness of training efforts. One of the changes that the City Council should now effect is ensuring that the training programs reflect the learners' needs. The major question that the stakeholders in the training arena are asking themselves is "how do we ensure that the training needs analysis process is both scientific and participatory thus producing training needs that relate to people's job performance?" This study has persuasively argued that the negotiated model of training needs analysis (which is predicated upon the interaction between the assessees, the peers, the trainers and the line managers) is the necessary step forward if the City Council is to ensure that the determination of training needs, is in consonant with the notions of democracy and participation encapsulated in its mission statement. It will empower the assessees, the peers, the trainers and the line managers so that they can collectively determine performance discrepancies which can be addressed through training and/or non-training means.

In addition, it will institutionalise a culture of receiving and giving feedback on one's performance in the Cape Town City Council. The managers will send workers on courses that engender improved individual performance thus making the workers committed to training efforts. Moreover, the workers can expect to attend appropriate and relevant training courses. However, factors such as top management commitment, identification of key performance areas,

development of clear and measurable performance standards, formation of performance evaluation committees, and educating the members of the organization about the new approach to training needs analysis, should be undertaken in order for the negotiated model of training needs analysis to succeed.



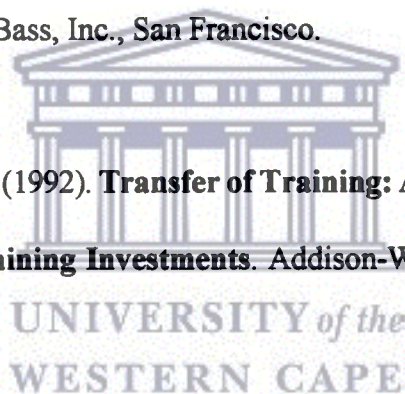
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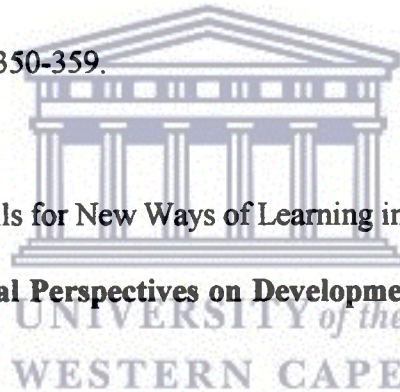
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Appendix A

Table 1 Performance Rating

JOB FAMILY	DESIGNATED KEY PERFORMANCE AREAS										TOTAL
	1	2	3	4	5	6	7	8	9	10	
AA (Filing)	4.2	4	4	4	3.2	3.8	4	3.8			3.9
AA (Archives)	3	4	4	4	5	4					4
AA (Leases)	4	5	3	4	4	5	5	4			4.2
AA (Dispatch)	4	4	4	4							4
AA (Inc. Core.)	3.3	3.3	4	4	3	2.5	4.3	3.3			3.5
SAA	5	3	5	3							4
Messenger	3.3	3.8	3	3	2.6	2.8	2.9	3	2.9	3.3	3.1
Princ. Messenger	3	4	4	4	3	4	4		5	4	3.9
Snr. Mess. (Courier)	3.8	3.6	3.8	4.2	3.7	3.8		4.2			3.9
Snr. Mess. (Sup)	3	4	4	4	3.5	4	3	3			3.6

Appendix A Continued

JOB FAMILY	DESIGNATED KEY PERFORMANCE AREAS																	TOTAL														
	1.1	1.2	1.3	1.4	1.5	1.6	1.7	2	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10	3.11	3.12	3.13	3.14	3.15	3.16	4.1	4.2	4.3	5.1	6.1	6.2	6.3	
PAA	4	3	4	3	4	4	4	5	4	3	4	4	4	5	4	4	5	5	4	5	4	3	5	5	4	4	4	4	4	5	5	5



Appendix B

Table 2 Causes of Performance Discrepancy

JOB FAMILY		DESIGNATED CAUSES				
		K	S	A	O	TOTAL
AA (Filing)	N	0	7	3	7	17
	%	0	41	18	41	100
AA (Archives)	N	0	1	1	4	6
	%	0	17	17	66	100
AA (Leases)	N	1	3	0	0	4
	%	25	75	0	0	100
AA (Despatch)	N	0	0	0	0	0
	%	0	0	0	0	0
AA (Inc. Core.)	N	1	3	3	4	11
	%	9	27	27	36	100
SAA	N	0	0	2	0	2
	%	0	0	100	0	100
PAA	N	1	0	0	2	3
	%	25	0	0	75	100
Messenger	N	0	0	5	50	55
	%	0	0	9	91	100
Princ. Messenger	N	0	2	0	2	4
	%	0	50	0	50	100
Snr. Mess. (Courier)	N	3	3	3	7	16
	%	19	19	19	44	100
Snr. Mess. (Sup)	N	4	5	4	1	14
	%	29	36	29	7	100
OVERALL	N	10	24	21	77	132
	%	8	18	16	58	100

Meanings of Abbreviations under Causes of Performance Discrepancy: K=Knowledge, S=Skill, A=Attitude and O=Other

Appendix C

Table 3 Training Solutions

JOB FAMILY		DESIGNATED TRAINING SOLUTIONS						
		C	T	I	M	A	O	TOTAL
AA (Filing)	N	1	4	0	0	0	0	5
	%	20	80	0	0	0	0	100
AA (Archives)	N	0	3	0	0	0	4	7
	%	0	43	0	0	0	57	100
AA (Leases)	N	0	1	0	0	0	2	3
	%	0	33	0	0	0	67	100
AA (Dispatch)	N	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0
AA (Inc. Core.)	N	0	1	0	0	1	1	3
	%	0	33	0	0	33	33	100
SAA	N	2	0	0	0	2	0	4
	%	50	0	0	0	50	0	100
PAA	N	0	1	0	0	0	0	1
	%	0	100	0	0	0	0	100
Messenger	N	0	0	0	0	0	5	5
	%	0	0	0	0	0	100	100
Princ. Messenger	N	1	0	0	0	0	2	3
	%	25	0	0	0	0	75	100
Snr. Mess. (Courier)	N	1	0	4	0	0	5	10
	%	10	0	40	0	0	50	100
Snr. Mess. (Sup)	N	4	0	0	0	4	5	13
	%	31	0	0	0	31	38	100
OVERALL	N	9	10	4	0	7	24	54
	%	17	19	7	0	13	44	100

Meanings of Abbreviations under Training Solutions: C=Communication, T=Technology, I=Information, M=Management, A=Attitudinal, O=Other

Appendix D

Table 4 Non-Training Solutions

JOB FAMILY		DESIGNATED NON-TRAINING SOLUTIONS						
		S	M	OC	I	WF	O	TOTAL
AA (Filing)	N	0	5	1	5	0	8	19
	%	0	26	5	26	0	42	100
AA (Archives)	N	0	0	4	0	0	4	8
	%	0	0	50	0	0	50	100
AA (Leases)	N	0	0	0	0	0	2	2
	%	0	0	0	0	0	100	100
AA (Dispatch)	N	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0
AA (Inc. Core.)	N	0	0	0	5	0	1	6
	%	0	0	0	83	0	17	100
SAA	N	0	1	0	1	0	0	2
	%	0	50	0	50	0	0	100
PAA	N	1	0	0	1	0	0	2
	%	50	0	0	50	0	0	100
Messenger	N	0	0	5	3	0	41	49
	%	0	0	10	6	0	84	100
Princ. Messenger	N	0	0	0	0	0	1	1
	%	0	0	0	0	0	100	100
Snr. Mess. (Courier)	N	0	2	2	5	0	3	12
	%	0	17	17	42	0	25	100
Snr. Mess. (Sup)	N	0	1	0	3	2	1	7
	%	0	14	0	43	29	14	100
OVERALL	N	1	9	12	23	2	61	108
	%	1	8	11	21	2	56	100

Meanings of Abbreviations under the Non-Training Solutions: S=Structure, M=Management, OC=Organizational Culture, I=Information, WF=Workflow, O=Other

Appendix 1

JOB TITLE: SENIOR ADMINISTRATIVE ASSISTANT

SUBJECT: KEY PERFORMANCE AREAS AND PERFORMANCE STANDARDS

KEY PERFORMANCE AREAS	PERFORMANCE STANDARDS
1. Maintain state-approved Archives filing system (incoming correspondence).	1. If there is a new subject, add it to the Archives index in numerical order and report it to the Records Manager. When there is an incoming correspondence, ensure that each correspondence is given a reference number and open a file cover for the file. Additionally, ensure that the files are maintained according to Office Practice. This should be done on an ongoing basis.
2. Supervision of Administrative Assistants.	2. Display conflict resolution skills, negotiation skills, interpersonal skills, leadership skills and planning skills.
3. Signing of time sheets and stores orders.	3. To be done in accordance with the Stores Orders and Uniform Clothing Practice.
4. Acts as a PAA while Trevor Mitchell is on leave.	4. Display : Communication skills, interpretation skills, conflict resolution skills, cultural sensitivity skills, planning skills, leadership skills and coordinator skills. Additionally, coordinate the activities of the messengers, the couriers and the senior messengers in a manner that adds value to the division.


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Appendix 2

JOB TITLE: PRINCIPAL MESSENGER

SUBJECT: KEY PERFORMANCE AREAS AND PERFORMANCE STANDARDS

KEY PERFORMANCE AREAS	PERFORMANCE STANDARDS
1. Supervising of Senior Messenger and Messengers.	1. Ensure that there are no complaints. Proactively and timeously identify Messengers problems. Work to be regularly done-on-time. Ensure that the Seniors address the Messengers' problems as the need arises. Display conflict resolution skills, organising skills, controlling skills, leadership skills, planning skills, negotiation skills and interpersonal skills. Ensure that there are no hiccups. Take corrective action if there is a deviation. Keep in contact with the Seniors (on a regular basis) to find out if there are problems.
2. Signing of time sheets and leave forms.	2. Do this on a weekly and daily basis. Before signing, check if the person was on leave or sick leave. Check the time sheet. If they were on sick leave or on leave or they have worked overtime - take the time-sheet to the Senior Admin. Assistant.
3. Completing of store orders of various items.	3. When repairs are to be done to the franking machine - write out stores order for a cheque - for the franking order - for stationery - for the franking machine. To write out a stores order - you need a vote number, put in your name and telephone number, date, the amount of the cheque and the reason why the cheque is needed (recharge of franking) and put at the bottom of the order the people to whom the cheque must be paid.
4. Ordering of Cheques and stationery for franking machine.	4. Should involve the Senior Messengers in dealing with cheques and stationery. Ensure that there are sufficient stationery and cheques for franking machines.
5. Collecting and distributing of newspapers.	5. Pick up at 7h15, bring it to the Office - write it out to various people and Branches. Deliver the mail to the Town Clerk's Office, etc. at 7h30. This should be done again in the afternoon from 12h00.
6. Driving duties in case of absent drivers.	6. If there is post to be collected, sorted and delivered - in accordance with office policy. Driving duties as and when needed.
7. Dealing with the public telephonically.	7. Display : politeness, listening skills, questioning skills, summarising skills, and customer care skills.
8. Performing driver duties for overtime in the case of insufficient drivers.	8. If there is mail to be collected, sorted out and delivered - in accordance with office policy. Driving duties as and when needed.

KEY PERFORMANCE AREAS	PERFORMANCE STANDARDS
<p>9. Sorting and distributing of Councillors monthly allowances cheques.</p>	<p>9. To be done on a daily and monthly basis. Send Messenger to collect cheque books from the City Administrator - sort it out according to whether it must go with the Messengers or the Couriers - ensure that the cheques are delivered fairly urgently. Check if there are signatures in the cheque notebook.</p>



Appendix 3

JOB TITLE: SENIOR MESSENGER (SUPERVISOR)

SUBJECT: KEY PERFORMANCE AREAS AND PERFORMANCE STANDARDS

KEY PERFORMANCE AREAS	PERFORMANCE STANDARDS
1. Supervising of messengers where duties are concerned.	1. Ensure that the Messengers go out for clearance 6 times a day. Ensure that there is emergency staff. Allocate duties to various messengers. Display : communication skills, customer care skills, interpersonal skills, conflict resolution skills and negotiation skills
2. Franking of out-going mail.	2. Ensure that the mail is franked and taken to Post Office three times a day.
3. Entering of registered mail, government and provincial gazettes into appropriate books.	3. Enter registered posts into a register pad, frank it and send it to the Post Office as and when needed. With regard to Provincial Gazettes from the Post Office, put in a file and send it to relevant Branches - sort out gazettes according to their numbers and deliver to relevant Departments. Ensure that the departments sign for those gazettes upon receipt. Ensure that the Messengers are supervised.
4. Assisting with delivering of agendas after working hours.	4. Check address and deliver to appropriate places. To be done for a period of a week in a month.
5. Attending of all Municipal, Sub-Committees and various other Forum Committee meetings.	5. Once a month, help the Municipality, the Sub-Committee and other Forums with Messenger duties e.g. delivering messages, helping with handing out of ballot papers during the voting process, etc.
6. Filing and dispatching correspondence at Acting Chief Executive Officer's office.	6. Rotate every second week. Put in alphabetical order. File in alphabetical order and then dispatch.
7. Performing stand-in duties for Principal Messenger whilst on leave, sick or doing driving duties.	7. As the need arises. Perform according to prescribed standards.
8. Performing clearances when messengers are absent.	8. Stand in for the Messengers if they are short-staffed. Go on clearance 6 times a day. Go out on the road - long and short delivery as the need arises.

Appendix 4

JOB TITLE: ADMINISTRATIVE ASSISTANT (DISPATCHING)

SUBJECT: KEY PERFORMANCE AREAS AND PERFORMANCE STANDARDS

KEY PERFORMANCE AREAS	PERFORMANCE STANDARDS
1. Dispatch outgoing correspondence - letters to outside parties/bodies and memos to departments.	1. Ensure that: <ul style="list-style-type: none"> * the outgoing correspondence is signed by the author * the annexures are attached to letters and memos * there are enough copies of letters and memos * the letters and memos are date stamped and/or appended
2. Receiving agendas/minutes (Committee and Council).	2.1 Ensure that the Agendas/Minutes received are recorded in a datal order. Ensure that agendas/minutes are received timeously. This should be done on an ongoing basis. 2.2 Ensure that the Council agendas/minutes are prepared in accordance with office regulations
3. Recording of Agendas/Minutes.	3. Check agenda and annexure - enter in the book and issue to filing staff for taking out of files for meetings.
4. Supervision of filing staff.	4.1 Ensure that the deadlines are adhered to for the different aspects of the work. 4.2 Counsel staff if and when required. 4.3 Control workflow of the section. 4.4 Provide service to Committee Secretariat staff. This should be done on a continuous basis.

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Appendix 5

JOB TITLE: ADMINISTRATIVE ASSISTANT (ARCHIVES SECTION)

SUBJECT: KEY PERFORMANCE AREAS AND PERFORMANCE STANDARDS

KEY PERFORMANCE AREAS	PERFORMANCE STANDARDS
1. The classification of the Administrative Branch's current and defunct correspondence and other administrative records.	<p>1.1 Categorise administrative records other than correspondence files in accordance with the Archives Act/Municipal Ordinance e.g. agenda/minutes, financial items etc.</p> <p>1.2 Separate correspondence files and other archives and then sort them so that standing disposal authority can be obtained from the State Archives to transfer that which has general research value to the Archives Depot after 30 years, to retain that which is permanent internal value only, and to destroy the ephemeral when the relevant records are no longer received administratively.</p>
2. The disposal of all terminated (i.e. discontinued) correspondence filing systems and other records.	<p>2.1 Keep all archives until such archives are either transferred or awaiting destruction in terms of disposal authority obtained from the State Archives.</p> <p>2.2 All archives to be stored in rooms which are protected against the likelihood of fire, flooding, damp or unauthorised access.</p> <p>2.3 All archives should be stored, indexed and filed in a systematic and orderly manner.</p>
3. The safe custody and care of all admin records of the Administrative Branch.	3. Ensure that the Director of the Government Archives Service is served with complete information regarding the custody, storage, treatment, filing and disposal of all archives via the Records Manager (Mrs R Rudman).
4. Disposal of Archives.	<p>4.1 Obtain disposal authority from the State Archives for all current and terminated archives.</p> <p>4.2 Arrange transfer of A.30 Material, ensure that no unauthorised destruction of archives takes place. Submit a certificate of destruction/transfer whenever archives are destroyed or transferred.</p>
5. Provides information on general subject matters to researchers and Council officials.	5. To be done as accurately and quickly a manner as possible.
6. Supervision of AA(s), and/or messengers.	6. Display : communication skills, interpersonal skills, assertiveness skills, problem-solving skills, planning skills and organization skills.

Appendix 6

JOB TITLE: ADMINISTRATIVE ASSISTANT (INCOMING CORRESPONDENCE AND ALLOCATION OF FILE NUMBERS)

SUBJECT: KEY PERFORMANCE AREAS AND PERFORMANCE STANDARDS

KEY PERFORMANCE AREAS	PERFORMANCE STANDARDS
1. Open mail from GPO and internal mail for City Administration and Acting Chief Executive Officer's Office on a daily basis.	1. Differentiate locality of mail. Scrutinise the mail - verify locality on a daily basis.
2. Perusing incoming correspondence and agenda reports to establish under which subject heading to allocate a file reference on a daily basis.	2. Knowledge of filing index. Knowledge of what various Committees do, so as to be able to deliver the mail to the right places.
3. Entering and tracking of letters on computer on a daily basis.	3. Display computer skills. Follow DIS Programme while entering reference numbers. Ensure that the files can be easily retrievable.
4. Deliver correspondence for a particular office twice per day accompanied by relevant correspondence record sheet to the secretary of the appropriate management official or direct to the office concerned.	4. Before delivery, ensure that the mail has been sorted out, date stamped and recorded on the computer sheet.
5. Cross-reference to ensure that there is consistency in filing system.	5. Peruse indexes to see if file was allocated. If not, allocate file number. This should be done on a daily basis.
6. Research work for committees.	6. Knowledge of indexes of particular Standing Committees. This should be done on a daily basis.
7. Telephone queries.	7. Display: questioning skills, listening skills, summarising skills, assertiveness and customer service skills.
8. Opening of registered mail and direct to relevant sections.	8. Record it into the register mail book. Ensure that the Principal Messenger signs it. Peruse it with a view to ensuring that it goes to the right place.

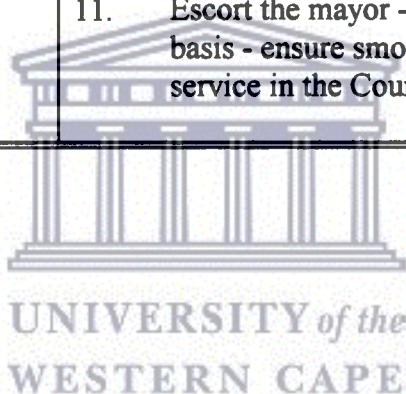
Appendix 7

JOB TITLE: ADMINISTRATIVE ASSISTANT (LEASES)

SUBJECT: KEY PERFORMANCE AREAS AND PERFORMANCE STANDARDS

KEY PERFORMANCE AREAS	PERFORMANCE STANDARDS
1. Trains and supervises an Administrative Assistant in the registration, safe custody, computerised pending and lending out of the Municipality's Title Deeds, Leases, Contracts and Agreements.	1. This should be done on a daily basis. Be able to display reading, report and memoranda writing abilities, interpersonal skills, telephonic skills and customer care skills.
2. Controls the registration and safekeeping of Municipality's Title Deeds, Leases, Contracts and Agreements.	<p>2. Ensure that the documents are easily retrievable and accessible e.g. with regard to leases - determine if there is a lease already in existence - if a new lease - give it a number - enter under person's particulars - ensure that all the legal documents are cross-referenced and also ensure that the documents are:</p> <p>2.1 Correctly recorded in their relevant registers</p> <p>2.2 Allocated appropriate reference number</p> <p>2.3 Amended and renewals duly recorded</p> <p>2.4 Stored in conditions conducive to safe custody and easy retrieval</p>
3. Maintains a computerised pending system for renewal of leases and agreements.	3. Demonstrate computer skills, e.g. WP 6.1
4. Ensures that strict control over the lending out and recovery of the abovementioned documents.	4. This should be done on a regular basis. Check if there are no title deeds and other documents missing - ensure that the legal documents are in order.
5. Liaises with a representative of the External Auditors in their annual audit of the abovementioned documents	5. Ensure that the auditor has relevant and adequate information about the legal documents as and when required. Be able to guide the Auditor throughout the process.
6. Opens the post bag from the Post Office at ± 7h30 and ± 13h45 daily.	<p>6. Sort the contents of post bag (occasionally)</p> <p>i. Mail addressed to the City Administrator and Acting Chief Executive Officer for registration;</p> <p>ii. Mail for Cash Office (check envelope for cheques);</p> <p>iii. Mail for distribution by Messengers and Senior Messengers (Couriers)</p> <p>iv. Redirect mail.</p>

KEY PERFORMANCE AREAS	PERFORMANCE STANDARDS
7. Compiling of weekly time sheets for the Division, with particular reference to overtime and submits sheets to the Staff General Office (± 20 Messengers)	7. Do this in accordance with the Conditions of Service.
8. Control and issues stationery to staff in accordance with the Clothing Schedule and Office Practice. Controls the technical aspects of the fax machine. Assist with Faxes (operates and logs incoming faxes)	8. To be done in accordance with Office Practice. To check fax machines when faults occur. Record faxes in the incoming Fax booklet and occasionally direct faxes to relevant timeously.
9. P.C. coordinator duties.	9. Liaises with DIS with regard to fault finding aspects of the computer on the 4th and 5th floor of the City Administration on a daily basis.
10. Processing of all correspondence pertaining to staff matters.	10. Staff matters to be processed in accordance with Council document format.
11. Mace-bearer duties.	11. Escort the mayor - open the meetings on a monthly basis - ensure smooth running of the messenger service in the Council Chamber on a monthly basis.



Appendix 8

SUBJECT: KEY PERFORMANCE AREAS AND PERFORMANCE STANDARDS

JOB TITLE: ADMINISTRATIVE ASSISTANT (FILING)

KEY PERFORMANCE AREAS	PERFORMANCE STANDARDS
1. Retrieving of pending for each Committee on a daily basis.	1. This should be done on a rotational basis in accordance with the DIS Programme.
2. Entering of correspondences for pending on computer.	2. This should be done on a rotational basis in accordance with DIS Programme.
3. Retrieving and delivering files to Committee Members which have been pended for a specific date.	3. To be done on a rotational basis - ensure that files are easily retrievable. Display computer skills and have the knowledge of the locality of Committee Members.
4. Keeping track of files.	4. Files should be collected twice on a daily basis. Additionally, they should be filed away in alphabetical or numerical order.
5. Maintenance of files.	<p>5. There are things to consider in the maintenance of files:</p> <p>5.1 ensure that the tags containing file number are affixed to file - do this by perusing filing cabinets on a daily basis</p> <p>5.2 thickness of file not to exceed 3cm; if thickness exceeds 3cm, another volume has to be opened</p> <p>5.3 closed volumes are then listed together with previous closed volumes on special list in numerical or alphabetical order and maintained in the Registry Office - they must be easily accessible</p> <p>5.4 closed volumes are then transferred to Archives Section, 23rd floor, Civic Centre, for storage</p> <p>5.5 ensure that the list of transferred file is maintained on a regular basis</p>
6. Attending to Committee Members or other department members at counter i.e. retrieving files requested or attending to queries.	6. This should be done on a daily basis. Display: knowledge of filing system, knowledge of subject matter, interpersonal skills, communication skills, questioning skills and computer skills.
7. Maintenance of correspondence.	7. Ensure that correspondence being put on a daily basis are in datal order and if subject corresponds with file.
8. Extraction of files for Committee/Council meeting	8. Ensure that the file is updated and "maintained" on a regular basis. Display knowledge of the location of the file.

Appendix 9

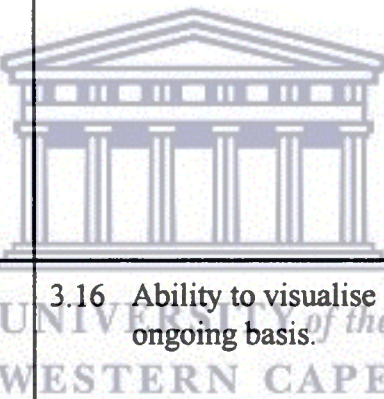
JOB TITLE: PRINCIPAL ADMINISTRATIVE ASSISTANT

SUBJECT: KEY PERFORMANCE AREAS AND PERFORMANCE STANDARDS

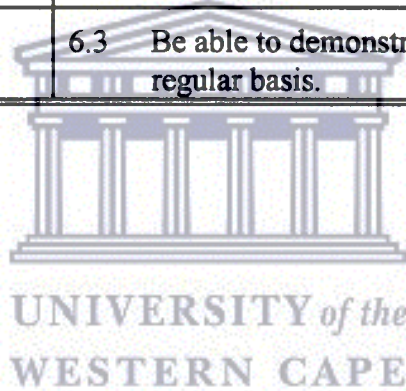
KEY PERFORMANCE AREAS	PERFORMANCE STANDARDS
1. Manages the main Registry of the Municipality.	1. Manages the Main Registry of the Municipality.
1.1 Manages the classification system of incoming mail for the Acting Chief Executive Officer and City Administrator.	1.1 Setting up of tools and systems for the employees that can facilitate effective registration of documents. This is an ongoing activity.
1.2 Supervises Senior Administrative Assistant responsible for registration and distribution of incoming mail.	1.2 In the supervision of Senior Administrative Assistants, be able to lead, persuade, influence and interact in a manner that enables the SAA to perform their duties. Meet with the SAA to discuss employee problems.
1.3 Ensures control and maintenance of Municipal and Committee agendas and minutes received.	1.3 Glance through agendas for Council. Verify that all the annexures are there. Note when the meeting will take place so that the files can be taken out timeously for the meeting and whether they have to go to all Councillors or only to Committee members of that particular Committee. Ensure that the agendas are dispatched to the Councillors in accordance with Rules and Procedures and Ordinance 20 of 1974. Councillors have to receive the agendas within 72 hours.
1.4 Controls process of registration, custody, pending and despatching of: Title Deeds Leases Agreements Contracts	1.4 Dispatch to Administrative Assistants in a manner that can facilitate timeous processing of title deeds. Demonstrate basic computer skills.
1.5 Controls and maintains safekeeping of security files as prescribed by the Archives Act.	1.5 Ensure that the cabinets are locked at all times, Put in place a sound system for retrieving the documents. Keep a close check on borrowed security file.
1.6 Administers correspondence tracking and pending systems.	1.6 Inspection of the system on a weekly basis. Use information technology to administer registry system - be computer literate.
1.7 Ensures that correct correspondence after sorting of incoming mail is despatched to the Messenger Section for delivery.	1.7 Accuracy - ensure that all collected mail is accounted for through Seniors in the various divisions and ensure that the mail is secured.

KEY PERFORMANCE AREAS	PERFORMANCE STANDARDS
2. Manages the State Approved Filing System of the Committee Secretariat	2. Manages the State Approved Filing System of the Committee Secretariat.
2.1 Ensures that the filing system adequately provides for additional aspects of the work of the Committee Secretariat.	2.1 Consult with the SAA on an ongoing basis. Ensure that the SAA consults with the records manager and ensure that he reports back to me.
3. Directly controls and co-ordinates personnel and general administrative matters of the Division.	3. Directly controls and co-ordinates personnel and general administrative matters of the Division.
3.1 Projects the staff and recommends filing or deletion of posts of the Division.	3.1 Ensure adequate staff planning on an ongoing basis.
3.2 Prepares adverts of all vacant posts internally.	3.2 Knowledge of how to prepare an advertisement - and consult with DHR to verify its compliance with the Advertising Policy.
3.3 Submits job specification forms for filling of posts.	3.3 Consult with DHR to check whether there are suitable people who may be appointed in the Registry/Messenger Division.
3.4 Recruits and appoints weekly paid staff inter alia: Principal Messengers, Senior Messengers, Couriers and Messengers.	3.4 Ability to recruit the best people for the job.
3.5 Participates in interviews of salaried staff for the positions of Senior Administrative Assistant and Administrative Assistants.	3.5 Be able to identify the best people for the job.
3.6 Reviews monthly probationary reports.	3.6 Assess whether the person is in the right position on a monthly basis.
3.7 Recommends employees for merit increments and advancements.	3.7 Assess whether or not a person is working above the performance standards.
3.8 Holds frequent discussion with Senior Administrative Assistant, Administrative Assistants and Principal Messengers of the various Sections to maintain or review administration procedures.	3.8 Ensure that inter-dependance among Sections on an ongoing basis. Hold frequent problem solving meetings with the supervisors to address employee problems.
3.9 Manages the work rotation programme of staff.	3.9 Ensure that staff members are familiar with the various job functions with a view to avoiding job boredom and to promote multi-skilling.
3.10 Compiles and submits job performance reports.	3.10 Identify the strengths and weaknesses of a person and propose remedial action if and when necessary.

KEY PERFORMANCE AREAS	PERFORMANCE STANDARDS
3.11 Constructs and submits job descriptions for Administrative Assistants Grade III on the silent barrier.	3.11 Knowledge of Administrative Assistant's job aspects.
3.12 Recommends all leave, signs all medical certificates for the Division.	3.12 Determine whether or not to leave should be granted in accordance with the Municipality's Conditions of Service.
3.13 Supervises and signs Daily Attendance Records, Time sheets and Tachographs of Courier vehicles.	3.13 Assess for what period they should be paid overtime - ensure that time-keeping is done in accordance with the Conditions of Service.
3.14 Investigates all forms of misconduct and initiates and/or chairs disciplinary hearings.	3.14 Familiarity with the Grievance and Disciplinary Procedure.
3.15 Signs as "Authorising Officer" the following: Stores Orders Works Orders Petty Cash Vouchers Memoranda Insurance Applications Requisitions Time sheets	3.15 Ensure that they comply with the terms and conditions of service.
3.16 Forecasts, liaises and negotiates prices of equipment comprising office furniture, fax machines, franking machines, computers, motor vehicles and two way communication radios.	3.16 Ability to visualise future needs of the Section on an ongoing basis.
4. Manages the Messenger and Courier Services of the Municipality.	4. Manages the Messenger and Courier Services of the Municipality.
4.1 Manages, plans, organises and controls the messenger service.	4.1 Knowledge of how to communicate with the staff members. Display delegation skills. Be able to co-ordinate activities in a manner that engenders interdependence among the various sections.
4.2 Ensures that an efficient delivery system of correspondence is maintained, servicing the Central Business District and the General Post Office.	4.2 Contingency planning on a regular basis - be proactive. Assess future and/or immediate requirements of the section.
4.3 Courier Service	4.3 Courier Service



KEY PERFORMANCE AREAS	PERFORMANCE STANDARDS
4.3.1 Resolves complaints from councillors, ratepayers, general public and officials about the service.	4.3.1 Display negotiation skills, problem-solving skills, conflict resolution skills and customer care skills.
5. Manages the Departmental Archives Section	5. Manages the Departmental Archives Section
5.1 Approves destruction of documents by signing letters and certificates of destruction addressed to the Records Manager.	5.1 Approves destruction of documents in terms of the Archives Act.
6. Performs a variety of diverse tasks.	6. Performs a variety of diverse tasks.
6.1 Visits companies to change logos for franking machines of all Departments.	6.1 Be able to demonstrate public relations skills on a regular basis.
6.2 Replaces logos on franking machines at all Departments.	6.2 Be able to demonstrate public relations skills on a regular basis.
6.3 Visits retail stores to secure best prices for office equipment.	6.3 Be able to demonstrate public relations skills on a regular basis.



Appendix 10

JOB TITLE: SENIOR MESSENGER (COURIER)

SUBJECT: KEY PERFORMANCE AREAS AND PERFORMANCE STANDARDS

KEY PERFORMANCE AREAS	PERFORMANCE STANDARDS
1. Supervision of collection of post.	1. To be done on a daily basis from 7h15 am till 8h00 am. Should be able to have knowledge of Municipality's bag numbers when collecting them at the Post Office - verify the bag number.
2. Sorting, collecting and distributing of correspondence to and from all outlying depots.	2. Sort out as per location, pack the mail in bags per Department's name and deliver to relevant places from 9h00 - 12h30. Additionally, external mail should be sorted out as per the name of the addressee. Display reading skills and demonstrate knowledge of delivery areas both internally and externally.
3. Sorting and delivering of Municipal agendas to all Councillors (business and residential addresses).	3. As and when needed - sort it out as per residential area and business address - delivery to residential area and business address.
4. Delivering of staff pensions, revenue and bulk post cheques.	4. On a daily basis. This should be done twice a day. Should leave at 9h00 and also at 12h00. Knowledge of the addressee's details is important.
5. Delivering stationery to various depots.	5. As the need arises - knowledge of location is important. Regularly check on the stationery in the Podium.
6. Maintaining of vehicles e.g. routine checking and cleaning.	6. Check vehicle in the morning on a daily basis - should be able to do maintenance check in accordance with the K53 Regulation.
7. Controlling of two-way radios.	7. Should demonstrate technical knowledge of how to operate a two-way radio in any situation.

Appendix 11

JOB TITLE: MESSENGER

SUBJECT : KEY PERFORMANCE AREAS AND PERFORMANCE STANDARDS

KEY PERFORMANCE AREAS	PERFORMANCE STANDARDS
1. Delivers, collects and sorts internal correspondence to and from other departments. Delivers correspondence to various departments and public sector in C.B.D.	1. This is to be done 6 times a day. Sort out the mail as per department's name. Verify/check the addressee in the internal directory so as to deliver to the right place.
2. Podium: Delivers and collects correspondence from all offices on the floor including Mayors Office and Acting Chief Executive Officer's suite as well as 3rd floor	2. To be done 6 times a day. Start at 8h30 before other clearances. Go to the records side. Fetch urgent items. Sort out as per department's name-use internal directory. Knowledge of the locality is important. Ensure that the correspondence for all departments (especially pools) is on time (before 9h00) for the Couriers. Adequate reading and writing skills should be displayed.
3. Tower: Delivers and collects correspondence from 5th floor registry including various sections on 4th and 6th floor	3. Should leave at 8h45. Sort out the mail as department's name. Sort out internal and external correspondence 6 times a day. Sort out Courier work-know what's inside and outside.
4. Interdepartmental: Delivers and collects correspondence from various registries on floors 7, 9, 18 and 22	4. Leave at 8h45-pack the mail as per department's name. Sort out internal and external correspondence. Leave at 12h00 to fetch EL bags for the Couriers. Ensure that the bags are ready for delivery at 15h30.
5. Printing Delivers documentations to various departments on 4th, 5th and 6th floor Tower Block, all sections on 2nd, 3rd and 5th floor Odium. Delivers all Municipal and sub-committees agenda to various departments and is responsible for record receiving sheet.	5. Leave at 9h00 to take folders and correspondence to the Printing Section. Check with Exco if there are documents to be taken to the 12 floor. Deliver agendas and documents as per the name of the departmental head. Ensure that the signatures are appended upon receipt.
6. Data: Delivers and collects time sheets to and from all departments. Delivering of fuel consumption and microfiche to all departments. If free, being used as a spare messenger	6. Leave at 8h30 and fetch data sheets and time sheets on the 4th floor. Bring to the office and sort it out as per department's name. Take the time sheets and data sheets to different departments. Ensure that the signatures are appended upon receipt. Time sheets and data sheets to be taken to various departments every hour.
7. Concourse: Delivers and collects correspondence to floors 4, 3, 2 and info kiosks. Messenger used for external deliveries.	7. Leave at 8h30. Go to the 4th floor and Cash Office to collect internal and external correspondence. Sort it out as per department's name and deliver to various departments 6 times a day.

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<p>8. Post: 9.00 Distribution of mail to various places in the C.B.D. area. Delivers bulk post and cheque to Goodwood. Collects and delivers post bags at General Post Office. Town-run: Distribute correspondence to various places in the CBD area. Collects post bags, registered pads and fast mail stickers at post office.</p>	<p>8. Start at 8H30. Collect post bags on the 9th , 18th and 22nd floors. Come back to the office before 9h00. Sort it out as per the name of the external addressee. Leave at 9h00 with the Courier for external delivery. At the Post Office, check if letters are for Cape Town Municipality. By 16h00, you should have sorted out and delivered internal and external correspondence.</p>
<p>9. As a spare messenger: Delivers salary and wage cheques to various banking institutions in the C.B.D. area. Standby on any normal and urgent internal or external deliveries. Standby on any clearances in case of absent messengers. Doing pay witness duties with paymaster to various external depots.</p>	<p>9. To be done every Wednesday before lunch. Ensure that the cheques are signed for upon receipt. Sort out the cheques as per the bank's name. You should be available for stand by on a daily basis.</p>
<p>10. Attends all Municipal, sub-committee and various other Forum committee meetings: Duties entail: performing messenger duties in Municipal meetings, signing of registers, collect and distribute relevant documentation within meetings, handling ballot papers and ballot boxes during voting, clearing of confidential documents after Municipal meetings</p>	<p>10. Once a month as and when needed, ensure that the Councillors sign register-take letters and leave forms to Councillors and collect them timeously-when they vote, hand out ballot papers to Councillors and collect them at the end of the voting process, etc.</p>